

Board Meeting Agenda

Lake Travis Independent School District Board of Trustees

A meeting of the Board of Trustees of Lake Travis Independent School District will be held September 16, 2026, beginning at 6:00 PM in the Educational Development Center, Live Oak Room, 607 RR 620 North, Austin, TX 78734.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this agenda.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting covered by this agenda, the Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001 et seq of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.092, inclusive, of the Open Meetings Act.

Notice regarding Public Comments/Citizen Participation: Participants must register to speak by either: (1) Completing and submitting the Public Participation form, available online, by 3:00 p.m. on the day of the meeting; or (2) Completing and submitting the Public Participation form in person at the designated meeting location on the scheduled meeting date, prior to the meeting's start time.

1. **Call To Order and Quorum Determination**
2. **Pledge of Allegiance and Moment of Silence**
3. **Public Comments/Citizen Participation**
4. **Public Hearing**
 - A. Public Hearing regarding the Use of Federal Grant Funds during the 2026-2027 School Year 3
5. **Presentation/Discussion Items**
 - A. Presentation and Discussion of the 2025-2026 Annual Investment Report and the Proposed Investment Strategy for 2026-2027 19
6. **Consideration Items**
 - A. Consideration of and Request for Adoption of Resolution 091626-01 regarding Adoption of the 2026-2027 Investment Strategy and Designation of Investment Officers 54
 - B. Consideration of and Request for Adoption of Resolution 091626-02 regarding the Annual Review and Adoption of a List of Qualified Brokers Authorized to Engage in Investment Transactions with the District 57

C.	Consideration of and Request for Approval of the 2026-2027 District Improvement Plan and Campus Improvement Plans, including Goals and Performance Objectives, and the Lake Travis Elementary School Targeted Support and Improvement Plan	60
D.	Consideration of and Request for Approval of Certificate of Compliance with Texas Education Code Section 39.008, as enacted by Senate Bill 12 (89th Legislative Session)	347
7.	Consent Agenda	
A.	Approval of August 19, 2026 Regular Board Meeting Minutes	353
B.	Approval of the 2026-2027 T-TESS Appraisal Calendar and List of Certified Appraisers	365
C.	Approval of Proposed Local Policy Updates – Second Reading (TASB Numbered Policy Update 127 and Locally Initiated Revision to CO(LOCAL))	370
D.	Approval of the 2026-2027 School Health Advisory Council Membership	394
E.	Approval of the 2026-2027 Memorandum of Understanding between Lake Travis ISD, Travis County, and the Travis County Juvenile Board for the Juvenile Justice Alternative Education Cooperative of Travis County	397
F.	Approval of a Legal Services Retainer Agreement between Lake Travis ISD and Walsh Gallegos Kyle Robinson & De Los Santos, P.C. for the 2026-2027 School Year	421
G.	Approval of a Certification Waiver for an Elementary School Counselor at Serene Hills Elementary	438
8.	Information Items	
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B.	Board Notification under Policy CH(LOCAL) – UT OnRamps	456
9.	Closed Session in accordance with Texas Government Code 551.001 et. seq. Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. Section 551.074 - For the purpose of discussing the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee, or to hear complaints or charges against a public officer or employee.	
10.	Consideration Items Arising from Closed Session	
11.	Adjournment	



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Public Hearing regarding the Use of Federal Grant Funds during the 2026-2027 School Year

RECOMMENDED ACTION

No action required. Item is for public discussion only.

RATIONALE

This presentation fulfills the requirements of Policy CB(LOCAL) – State and Federal Revenue Sources, and Policy CBB(LEGAL) – State and Federal Revenue Sources: Federal, to provide public notice and to seek public input regarding the District’s use of federal grant funds.

Background information and proposed spending will be reviewed with the Board and community for the following federal grants: Every Student Succeeds Act (ESSA) Consolidated grant, the Special Education Consolidated grant under the Individuals with Disabilities Education Act (IDEA), and Perkins V: Strengthening Career, Technical Education for the 21st Century and Effective Advising Framework (EAF).

Members of the public who wish to address the Board regarding the use of these funds may do so during the hearing.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Lyndsaie Benton, Ed.D. – Senior Executive Director of Curriculum and Instruction

Jennifer Freeman – Executive Director of Special Services

Lana Stone – Coordinator of CTE and Advanced Academics

ATTACHMENTS

Presentation

MEETING DATE

September 16, 2026

Federal Grant Funding 2026-27

Every Student Succeeds Act (ESSA) Consolidated Federal Grant

Special Education Consolidated (Federal)

Individuals with Disabilities Education Act (IDEA)

Perkins V: Strengthening Career & Technical Education
for the 21st Century

Effective Advising Framework (Federal)



Every Student Succeeds Act (ESSA Consolidated Federal Grant)



Funding Overview

- Title I, Part A: **\$277,031**
- Title II, Part A: **\$187,155**
- Title III, Part A: **\$81,306**
- Title IV, Part A: **\$19,161**

Title I, Part A

\$277,031



Program Description: Provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state performance standards.

Schoolwide Program: Lake Travis Elementary

49.20%

Funding Use / Proposal

- Salaries for Instructional Staff (Summer School)
- Family Engagement
- Homeless
- Early Childhood

Title II, Part A

\$187,155



Program Description: Increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Funding Use / Proposal

- Professional Development and Training
- Consultants
- New Teacher Recruitment, Onboarding, and Support

Title III, Part A - English Language Acquisition (ELA)



\$81,306

Program Description: Develop programs for emergent bilingual students and immigrant students to attain English proficiency, develop high levels of academic achievement, and meet the state content standards and student achievement standards.

Funding Use / Proposal

- Instructional Supplies
- ESL Certification Reimbursement
- Tutoring & Enrichment Programs
- Emergent Bilingual Programming
- ESL Summer School Supplies

Title IV, Part A - Student Support & Academic Enrichment (SSAE)



\$19,161

Program Description: Improve student academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

Funding Use / Proposal

- Summer School Support
- Contracted Services
- Instructional Resources and Supplies
- PreK Support

Special Education Consolidated Individuals with Disabilities Education Act (IDEA) Funding Overview



IDEA-B Formula: **\$1,603,340**

IDEA-B Preschool: **\$12,811**

IDEA-B Formula



\$1,603,340

Program Description: Assists districts in providing a free and appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21.

Funding Use / Proposal

- Salaries
- Student specific supplies/materials
- Proportionate Share Services
- Contracted Services
- Regional Day School for the Deaf Tuition

IDEA-B Preschool



\$12,811

Program Description: Assists districts to ensure that eligible students ages 3 through 5 with disabilities are provide with a free and appropriate public education.

Funding Use / Proposal

- ECSE aide at SHE
- Proportionate Share Services

Strengthening Career and Technical Education for the 21st Century

Carl Perkins Funding Overview



Carl Perkins V: \$64,596

Carl Perkins V

\$64,596



Program Description: The purpose of the program is to develop more fully the academic, technical, and employability skills of secondary education students who elect to enroll in CTE programs.

Funding Use

- Career exploration and career development activities
- Professional development related to CTE for staff
- Provide within CTE the skills necessary to pursue careers in high skill, high-wage, or in-demand industry sectors or occupations
- Support integration of academic skills into CTE programs
- Support the implementation of CTE programs that result in increasing student achievement
- Evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive needs assessment

Effective Advising Framework (EAF)



\$100,000

Program Description: To establish a comprehensive, aligned advising system that ensures all students receive high-quality academic, college, and career guidance to support postsecondary readiness and success.

Funding Use

- College and Career Counselor Position – Lake Travis High School
- Effective Advising Framework Steering Committee Stipends
- Technical Assistance Partnership with Education Service Center Region XIII (Contracted Services MOU)

Private Nonprofit School Equitable Services



LTISD engages in an outreach and consultation process by which some students attending private schools or home schools may be eligible for federal funding based on certain criteria.
(ESSA and IDEA only)

Public Comment



Total ESSA, Perkins, IDEA Grant Funding & EAF:
\$2,345,400

LTISD is soliciting feedback from the community this evening.

Additional feedback can be sent to:

Dr. Lyndsaе Benton, bentonl@ltisdschools.org

Questions and Discussion





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Presentation and Discussion of the 2025-2026 Annual Investment Report and the Proposed Investment Strategy for 2026-2027

RECOMMENDED ACTION

No action required. Item is for information and discussion only.

RATIONALE

School district investments in the State of Texas are governed by Chapter 2256 of the Texas Government Code (Public Funds Investment Act). All investments made by the District shall comply with the Public Funds Investment Act and with all federal, state, and local statutes and regulations.

Under Policy CDA(LOCAL) – Other Revenues: Investments, a comprehensive report of the year's investment activity is presented to the Board annually. Government Code § 2256.005(e) and Policy CDA(LOCAL) also require the Board to review its investment policy and investment strategies not less than annually and to document that review in writing, including whether any changes were made to either.

This item presents the 2025-2026 Annual Investment Report and the proposed 2026-2027 Investment Strategy for the Board's review and discussion. Formal action on the annual review, the adoption of the strategy, and the designation of investment officers is requested under Item 6A.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Chief Financial Officer
Brad Goerke – Director of Finance

ATTACHMENTS

2025-2026 Annual Investment Report
2026-2027 Investment Strategy

MEETING DATE

September 16, 2026

Lake Travis Independent School District
2025-2026 Annual Investment Summary Report

Bank		1st Quarter Ending -11/30/2025			2nd Quarter Ending -02/28/2026			3rd Quarter Ending - 05/31/2026			4th Quarter Ending -06/30/2026			Total
		Maturity		Mkt Value	Maturity		Mkt Value	Maturity		Mkt Value	Maturity		Mkt Value	YTD Earnings
		Date	Yield(%)		Date	Yield(%)		Date	Yield(%)		Date	Yield(%)		
Checking Accounts														
Local Maintenance Fund	Prosperity	N/A	0.25%	\$ 2,979,646	N/A	0.25%	\$ 6,172,143	N/A	0.25%	\$ 1,888,421	N/A	0.25%	\$ 7,280,760	\$ 24,760
Food Service Fund	Prosperity	N/A	0.25%	2,275,278	N/A	0.25%	2,320,381	N/A	0.25%	2,578,612	N/A	0.25%	2,199,521	4,870
Debt Service Fund	Prosperity	N/A	0.25%	239,991	N/A	0.25%	2,495,051	N/A	0.25%	2,494,722	N/A	0.25%	2,495,235	3,198
Capital Projects 2023	Prosperity	N/A	0.25%	462,070	N/A	0.25%	863,420	N/A	0.25%	982,461	N/A	0.25%	656,226	2,458
Capital Projects 2024	Prosperity	N/A	0.25%	1,153,920	N/A	0.25%	837,323	N/A	0.25%	530,198	N/A	0.25%	73,112	1,494
Capital Projects 2018	Prosperity	N/A	0.25%	141,719	N/A	0.25%	79,901	N/A	0.25%	-	N/A	0.25%	-	192
Health Insurance Fund	Prosperity	N/A	0.25%	1,194,339	N/A	0.25%	577,105	N/A	0.25%	1,243,318	N/A	0.25%	781,069	2,643
W/C Insurance Fund	Prosperity	N/A	0.25%	623,847	N/A	0.25%	696,583	N/A	0.25%	352,783	N/A	0.25%	396,463	1,070
Total Checking Accounts				\$ 9,070,810			\$ 14,041,907			\$ 10,070,515			\$ 13,882,386	\$ 40,685
Money Market Accounts														
Local Maintenance Fund	TexPool	N/A	3.99%	\$ 164,946	N/A	3.68%	\$ 85,729,605	N/A	3.65%	\$ 68,959,811	N/A	3.62%	\$ 60,728,177	\$ 1,340,704
Debt Service Fund	TexPool	N/A	3.99%	10,588,924	N/A	3.68%	34,689,009	N/A	3.65%	21,177,058	N/A	3.62%	21,498,854	744,990
Capital Projects 2023	TexPool	N/A	3.99%	73,601,182	N/A	3.68%	61,889,761	N/A	3.65%	39,474,682	N/A	3.62%	31,572,328	\$ 2,089,144
Capital Projects 2024	TexPool	N/A	3.99%	26,016,870	N/A	3.68%	20,505,299	N/A	3.65%	13,613,057	N/A	3.62%	7,001,498	671,909
Tax Clearing	TexPool	N/A	3.99%	5,231,129	N/A	3.68%	15,336,387	N/A	3.65%	820,701	N/A	3.62%	225,023	\$ 343,122
W/C Insurance Fund	TexPool	N/A	3.99%	131,991	N/A	3.68%	133,213	N/A	3.65%	134,443	N/A	3.62%	134,846	\$ 4,203
Total TexPool Accounts				\$ 115,735,042			\$ 218,283,274			\$ 144,179,752			\$ 121,160,726	\$ 5,194,072
Local Maintenance Fund	Texas Class	N/A	4.19%	8,119,718	N/A	3.80%	8,197,712	N/A	3.77%	8,275,892	N/A	3.78%	8,301,550	359,223
Capital Projects 2023	Texas Class	N/A	4.19%	124,889,209	N/A	3.80%	126,088,827	N/A	3.77%	127,291,318	N/A	3.78%	127,685,960	4,019,235
Total Class Accounts				\$ 133,008,927			\$ 134,286,539			\$ 135,567,210			\$ 135,987,510	\$ 4,378,458
Local Maintenance Fund	Prosperity	N/A	4.07%	752,863	N/A	3.56%	1,760,650	N/A	3.56%	11,313,664	N/A	3.56%	5,339,690	111,737
Debt Service Fund	Prosperity	N/A	2.75%	442,544	N/A	2.58%	445,364	N/A	2.58%	448,233	N/A	2.58%	449,172	9,709
Capital Projects 2023	Prosperity	N/A	4.07%	12,894,688	N/A	3.56%	10,032,048	N/A	3.56%	11,099,779	N/A	3.56%	4,122,313	365,406
Capital Projects 2024	Prosperity	N/A	3.01%	3,220,091	N/A	2.84%	3,242,604	N/A	2.84%	262,991	N/A	2.84%	263,542	73,432
W/C Insurance Fund	Prosperity	N/A	1.47%	81,752	N/A	1.31%	82,020	N/A	1.31%	82,289	N/A	1.31%	82,377	941
Total Prosperity				\$ 17,391,938			\$ 15,562,686			\$ 23,206,956			\$ 10,257,094	\$ 561,225
Total Money Market Accounts				\$ 266,135,907	\$ 368,132,499			\$ 302,953,918			\$ 267,405,330			\$ 10,133,755
TOTAL INVESTMENTS				\$ 275,206,717	\$ 382,174,406			\$ 313,024,433			\$ 281,287,716			\$ 10,174,440



Lake Travis Independent School District
Investment Strategy
2026-2027

Introduction

Investments in the State of Texas are governed by Chapter 2256 of the Texas Government Code. All investments made by Lake Travis ISD shall comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

1. Investment policies should include the methods used to monitor the market price and include a requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis.
2. The Board of Trustees must act upon an annual review of the District's investment policy and strategies.
3. Training requirements are required of the investment officers. Eight hours of training is required every two years.
4. A qualified representative of sellers of investments must review the District's investment policies.
5. Quarterly investment reports must be in accordance with generally accepted accounting principles and must include accrue interest and presented to the Board of Trustees.
6. A formal annual review of the quarterly reports by an independent auditor is necessary except for investments in pools, money market funds or depository bank investments.

Investment Policy and Strategy

Lake Travis ISD's investment policy requires focus on safety, liquidity and diversity. Investments are made in a manner that ensures the preservation of capital in the overall portfolio. The District's investments are sufficiently liquid to meet anticipated cash flow needs. Investments are diversified to reduce the risk of any one investment type. Internal controls exist to protect against losses of public funds arising from fraud, employee error, and misrepresentation by a third party.

Investment strategy is applied to each major fund type. Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. The Debt Service fund and Capital Projects funds have longer thresholds for investing due to the nature of the cash flow requirements. Investments for these funds may exceed one year provided legal limits are not exceeded.

For the 2025-2026 school year, the District's investment policy limited any investment to the nine types stated in Board Policy CDA (Legal and Local):

1. Obligations of the United States or Texas or its agencies and instrumentalities and political subdivisions
2. Certificates of deposit
3. Fully collateralized repurchase agreements
4. Securities lending program
5. Banker's acceptances from a bank with a rating not less than A1/P1
6. Commercial paper rated not less than A1/P1
7. Money market mutual funds rated AAA and maintaining a \$1 net asset value
8. A guaranteed investment contract as an investment vehicle for bond proceeds
9. Public funds investment pools

Lake Travis ISD investments during 2025-2026 school year were spread among two public funds investment pools (TexPool and Texas CLASS) and money market mutual funds (Prosperity Bank).

Day to day investments are managed by the Director of Finance. The Chief Financial Officer oversees the investment function of the District and presents quarterly reports to the Board of Trustees. The Chief Financial Officer and Director of Finance shall maintain the appropriate investment training requirements.

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OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

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OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds

"Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.

Investment Pool

"Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.

Pooled Fund Group

"Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.

Separately Invested Asset

"Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group.

Gov't Code 2256.002(1), (6), (9), (12)

Pledged Revenue

"Pledged revenue" means money pledged to the payment of or as security for:

1. Bonds or other indebtedness issued by a district;
2. Obligations under a lease, installment sale, or other agreement of a district; or
3. Certificates of participation in a debt or obligation described by item 1 or 2.

Gov't Code 2256.0208(a)

Joint Account

"Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.

Repurchase Agreement

"Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.

Gov't Code 2256.011(b)

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

Hedging

“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

Investment Officer	A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. <i>Gov't Code 2256.005(f)</i> A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. <i>Gov't Code 2256.003(c)</i>
Investment Training	Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. <i>Gov't Code 2256.008(c)</i>
<i>Initial</i>	Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. <i>Gov't Code 2256.008(a)</i>
<i>Ongoing</i>	The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

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7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.
Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

**Authorized
Investments**

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

**Investment
Management Firm**

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

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under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

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7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

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4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

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2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

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an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

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Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

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4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

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A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

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2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;

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- b. Requires an interpretation of subjective investment standards; or
- c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

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Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

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vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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	objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)] Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification. The District shall monitor interest rate risk using weighted average maturity and specific identification.
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who

has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Recommendations

1. The administration recommends no changes to the District's investment policy CDA (Local).
2. The administration recommends the following staff members to serve as investment officers:
 - Pam Sanchez, Chief Financial Officer
 - Brad Goerke, Director of Finance
3. Government Code, Chapter 2256 requires investment officers to receive instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer, as provided for in the District's investment policy. We recommend the following providers for investment training:
 - First Public
 - Government Finance Officers Association of Texas (GFOAT)
 - Government Treasurers of Texas (GTOT)
 - Hilltop Securities
 - PFM Asset Management, LLC
 - Region Education Service Center 13
 - Texas Association of School Administrators (TASA)
 - Texas Association of School Boards (TASB)
 - Texas Association of School Business Officials (TASBO)
 - Texas State University
 - TexPool Academy
 - University of North Texas Public Management
4. We recommend approval of the 2025-2026 Annual Investment Report.

2025-2026 Annual Investment Report and Investment Strategy for 2026-2027

September 16, 2026



Lake Travis Independent School District
2025-2026 Annual Investment Summary Report

Bank		1st Quarter Ending -11/30/2025			2nd Quarter Ending -02/28/2026			3rd Quarter Ending -05/31/2026			4th Quarter Ending -06/30/2026			Total
		Maturity Date	Yield(%)	Mkt Value	Maturity Date	Yield(%)	Mkt Value	Maturity Date	Yield(%)	Mkt Value	Maturity Date	Yield(%)	Mkt Value	YTD Earnings
Checking Accounts														
Local Maintenance Fund	Prosperity	N/A	0.25%	\$ 2,979,646	N/A	0.25%	\$ 6,172,143	N/A	0.25%	\$ 1,888,421	N/A	0.25%	\$ 7,280,760	\$ 24,760
Food Service Fund	Prosperity	N/A	0.25%	2,275,278	N/A	0.25%	2,320,381	N/A	0.25%	2,578,612	N/A	0.25%	2,199,521	4,870
Debt Service Fund	Prosperity	N/A	0.25%	239,991	N/A	0.25%	2,495,051	N/A	0.25%	2,494,722	N/A	0.25%	2,495,235	3,198
Capital Projects 2023	Prosperity	N/A	0.25%	462,070	N/A	0.25%	863,420	N/A	0.25%	982,461	N/A	0.25%	656,226	2,458
Capital Projects 2024	Prosperity	N/A	0.25%	1,153,920	N/A	0.25%	837,323	N/A	0.25%	530,198	N/A	0.25%	73,112	1,494
Capital Projects 2018	Prosperity	N/A	0.25%	141,719	N/A	0.25%	79,901	N/A	0.25%	-	N/A	0.25%	-	192
Health Insurance Fund	Prosperity	N/A	0.25%	1,194,339	N/A	0.25%	577,105	N/A	0.25%	1,243,318	N/A	0.25%	781,069	2,643
W/C Insurance Fund	Prosperity	N/A	0.25%	623,847	N/A	0.25%	696,583	N/A	0.25%	352,783	N/A	0.25%	396,463	1,070
Total Checking Accounts				\$ 9,070,810			\$ 14,041,907			\$ 10,070,515			\$ 13,882,386	\$ 40,685
Money Market Accounts														
Local Maintenance Fund	TexPool	N/A	3.99%	\$ 164,946	N/A	3.68%	\$ 85,729,605	N/A	3.65%	\$ 68,959,811	N/A	3.62%	\$ 60,728,177	\$ 1,340,704
Debt Service Fund	TexPool	N/A	3.99%	10,588,924	N/A	3.68%	34,689,009	N/A	3.65%	21,177,058	N/A	3.62%	21,498,854	744,990
Capital Projects 2023	TexPool	N/A	3.99%	73,601,182	N/A	3.68%	61,889,761	N/A	3.65%	39,474,682	N/A	3.62%	31,572,328	\$ 2,089,144
Capital Projects 2024	TexPool	N/A	3.99%	26,016,870	N/A	3.68%	20,505,299	N/A	3.65%	13,613,057	N/A	3.62%	7,001,498	671,909
Tax Clearing	TexPool	N/A	3.99%	5,231,129	N/A	3.68%	15,336,387	N/A	3.65%	820,701	N/A	3.62%	225,023	\$ 343,122
W/C Insurance Fund	TexPool	N/A	3.99%	131,991	N/A	3.68%	133,213	N/A	3.65%	134,443	N/A	3.62%	134,846	\$ 4,203
Total TexPool Accounts				\$ 115,735,042			\$ 218,283,274			\$ 144,179,752			\$ 121,160,726	\$ 5,194,072
Local Maintenance Fund	Texas Class	N/A	4.19%	8,119,718	N/A	3.80%	8,197,712	N/A	3.77%	8,275,892	N/A	3.78%	8,301,550	359,223
Capital Projects 2023	Texas Class	N/A	4.19%	124,889,209	N/A	3.80%	126,088,827	N/A	3.77%	127,291,318	N/A	3.78%	127,685,960	4,019,235
Total Class Accounts				\$ 133,008,927			\$ 134,286,539			\$ 135,567,210			\$ 135,987,510	\$ 4,378,458
Local Maintenance Fund	Prosperity	N/A	4.07%	752,863	N/A	3.56%	1,760,650	N/A	3.56%	11,313,664	N/A	3.56%	5,339,690	111,737
Debt Service Fund	Prosperity	N/A	2.75%	442,544	N/A	2.58%	445,364	N/A	2.58%	448,233	N/A	2.58%	449,172	9,709
Capital Projects 2023	Prosperity	N/A	4.07%	12,894,688	N/A	3.56%	10,032,048	N/A	3.56%	11,099,779	N/A	3.56%	4,122,313	365,406
Capital Projects 2024	Prosperity	N/A	3.01%	3,220,091	N/A	2.84%	3,242,604	N/A	2.84%	262,991	N/A	2.84%	263,542	73,432
W/C Insurance Fund	Prosperity	N/A	1.47%	81,752	N/A	1.31%	82,020	N/A	1.31%	82,289	N/A	1.31%	82,377	941
Total Prosperity				\$ 17,391,938			\$ 15,562,686			\$ 23,206,956			\$ 10,257,094	\$ 561,225
Total Money Market Accounts				\$ 266,135,907	\$ 368,132,499			\$ 302,953,918			\$ 267,405,330			\$ 10,133,755
TOTAL INVESTMENTS				\$ 275,206,717	\$ 382,174,406			\$ 313,024,433			\$ 281,287,716			\$ 10,174,440



Lake Travis Independent School District
2025-2026 Annual Investment Summary Report

Bank		1st Quarter Ending -11/30/2025			2nd Quarter Ending -02/28/2026			3rd Quarter Ending -05/31/2026			4th Quarter Ending -06/30/2026			Total
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TOTAL INVESTMENTS				\$ 275,206,717	\$ 382,174,406			\$ 313,024,433			\$ 281,287,716			\$ 10,174,440



Investment Strategy for 2026-2027

- ❖ Investments are focused on safety of principal, investment liquidity and diversity of the portfolio.
- ❖ **Recommendations**
 - Administration recommends no changes to the District's investment policies CDA (LOCAL).
 - Administration recommends the following staff members to serve as investment officers:
 - Pam Sanchez, Chief Financial Officer
 - Brad Goerke, Director of Finance
 - Investment officers are required to receive instruction related to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board. We recommend the following providers for investment training:
 - First Public
 - Government Finance Officers Association of Texas (GFOAT)
 - Government Treasurers of Texas (GTOT)
 - Hilltop Securities
 - PFM Asset Management, LLC
 - Region Education Service Center 13
 - Texas Association of School Administrators (TASA)
 - Texas Association of School Boards (TASB)
 - Texas Association of School Business Officials (TASBO)
 - Texas State University
 - TexPool Academy
 - University of North Texas Public Management
 - Administration recommends approval of the 2025-2026 Annual Investment Report.



Questions





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Adoption of Resolution 091626-01 regarding Adoption of the 2026-2027 Investment Strategy and Designation of Investment Officers

RECOMMENDED ACTION

Administration recommends adoption of Resolution No. 091626-01, documenting the Board's annual review of the District's investment policy and investment strategies with no changes made to either, adopting the 2026-2027 Investment Strategy, and designating the Chief Financial Officer and the Director of Finance as the District's investment officers, as presented.

RATIONALE

School district investments in the State of Texas are governed by Chapter 2256 of the Texas Government Code (Public Funds Investment Act). All investments made by the District shall comply with the Public Funds Investment Act and with all federal, state, and local statutes and regulations.

Government Code § 2256.005(e) and Policy CDA(LOCAL) – Other Revenues: Investments require the Board to review its investment policy and investment strategies not less than annually and to adopt a written instrument stating that it has conducted that review and recording any changes made to either the policy or the strategies. Resolution 091626-01 is that written instrument.

The Administration has completed the annual review and recommends no changes to Policy CDA(LOCAL) or its companion documents. The resolution adopts the 2026-2027 Investment Strategy and, consistent with Policy CDA(LOCAL), designates the Chief Financial Officer and the Director of Finance to serve as the District's investment officers.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Chief Financial Officer
Brad Goerke – Director of Finance

ATTACHMENTS

Resolution No. 091626-01

MEETING DATE

September 16, 2026

RESOLUTION NO. 091626-01

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE LAKE TRAVIS INDEPENDENT SCHOOL
DISTRICT REGARDING THE ANNUAL REVIEW OF
THE DISTRICT'S INVESTMENT POLICY AND
INVESTMENT STRATEGIES, ADOPTION OF THE
2026-2027 INVESTMENT STRATEGY, AND
DESIGNATION OF INVESTMENT OFFICERS**

WHEREAS, Chapter 2256 of the Texas Government Code, the Public Funds Investment Act, requires the Lake Travis Independent School District to adopt by rule, order, ordinance, or resolution a written investment policy regarding the investment of its funds and funds under its control; and

WHEREAS, the Public Funds Investment Act requires the Board of Trustees to review its investment policy and investment strategies not less than annually and to adopt a written instrument stating that it has reviewed the investment policy and investment strategies and recording any changes made to either the investment policy or the investment strategies; and

WHEREAS, Board Policy CDA(LOCAL) requires the Board to document its annual review in writing, which shall include whether any changes were made to either the investment policy or the investment strategies; and

WHEREAS, the Public Funds Investment Act requires the Board to adopt a separate written investment strategy for each of the funds or group of funds under the Board's control; and

WHEREAS, the Public Funds Investment Act requires the Board to designate by rule, order, ordinance, or resolution one or more officers or employees as investment officers responsible for the investment of District funds consistent with the District's investment policy and investment strategies; and

WHEREAS, the Board of Trustees has conducted its annual review of the District's investment policy and investment strategies and has considered the 2026-2027 Investment Strategy presented by the Administration;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF
THE LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT:**

1. All of the above paragraphs are incorporated into and made a part of this resolution;
2. The Board of Trustees has reviewed the District's investment policy as set out in Board Policy CDA(LEGAL) and Board Policy CDA(LOCAL), together with the District's investment strategies;
3. No changes were made to the District's investment policy or to the District's investment strategies as a result of this annual review;
4. The 2026-2027 Investment Strategy presented to the Board of Trustees is hereby adopted;
5. The individuals holding the positions of Chief Financial Officer and Director of

Finance are hereby designated as the investment officers of the District, responsible for the investment of District funds consistent with the District's investment policy and investment strategies; and

6. This resolution constitutes the written instrument required by the Public Funds Investment Act documenting the Board's annual review of the District's investment policy and investment strategies.

**PASSED AND APPROVED BY A MAJORITY OF THE BOARD OF TRUSTEES ON
THIS THE 16th DAY OF SEPTEMBER 2026.**

APPROVED:

Lauren White
President, Board of Trustees

ATTEST:

Jonathan Bove
Secretary, Board of Trustees



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Adoption of Resolution 091626-02 regarding the Annual Review and Adoption of a List of Qualified Brokers Authorized to Engage in Investment Transactions with the District

RECOMMENDED ACTION

Administration recommends adoption of Resolution No. 091626-02, completing the Board's annual review and adopting the list of qualified brokers authorized to engage in investment transactions with the District, as presented.

RATIONALE

Under Texas Government Code § 2256.025 and Policy CDA(LEGAL) – Other Revenues: Investments, the Board or its designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District.

The Administration has completed that review and recommends the listed firms. The attached resolution adopts the list of approved firms for the 2026-2027 school year.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Chief Financial Officer
Brad Goerke – Director of Finance

ATTACHMENTS

Resolution No. 091626-02

MEETING DATE

September 16, 2026

RESOLUTION NO. 091626-02

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE LAKE TRAVIS INDEPENDENT SCHOOL
DISTRICT REGARDING THE ANNUAL REVIEW AND
ADOPTION OF A LIST OF QUALIFIED BROKERS
AUTHORIZED TO ENGAGE IN INVESTMENT
TRANSACTIONS WITH THE DISTRICT**

WHEREAS, Chapter 2256 of the Texas Government Code, the Public Funds Investment Act, governs the investment of funds by local governments, including the Lake Travis Independent School District; and

WHEREAS, Section 2256.025 of the Texas Government Code and Board Policy CDA(LEGAL) require the Board of Trustees or its designated investment committee, at least annually, to review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District; and

WHEREAS, the Public Funds Investment Act requires that a written copy of the District's investment policy be presented to any business organization offering to engage in an investment transaction with the District, and that the qualified representative of that business organization execute a written instrument to the effect that the organization has received and reviewed the investment policy and has implemented reasonable procedures and controls in an effort to preclude investment transactions that are not authorized by the District's investment policy; and

WHEREAS, the Board of Trustees has conducted its annual review of the list of qualified brokers and the Administration recommends the firms identified below for the 2026-2027 school year;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF
THE LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT:**

1. All of the above paragraphs are incorporated into and made a part of this resolution;
2. The Board of Trustees has completed its annual review of the District's list of qualified brokers authorized to engage in investment transactions with the District, and no changes to the list are made by this resolution;
3. The following are adopted as the District's list of qualified brokers authorized to engage in investment transactions with the District for the 2026-2027 school year:

BOK Financial
First Public
Hilltop Securities
HUB Investment Partners (TCG Advisors)
JP Morgan Chase
Oppenheimer & Co., Inc.
Raymond James
RBC Global Asset Management
Prosperity Bank
Texas Class
TexPool

Wells Fargo Advisors

4. A written copy of the District's investment policy shall be presented to each business organization offering to engage in an investment transaction with the District, and the District shall obtain from the qualified representative of each such organization the written instrument required by the Public Funds Investment Act. A copy of the investment policy shall also be provided to each firm on the list whenever a material change is made to the policy;
5. Any qualified Texas bank used for time or demand deposits may be approved by the investment officers as identified through the competitive process without further Board action; and
6. The District has complied with the requirements of the Public Funds Investment Act with respect to the annual review and adoption of the list of qualified brokers.

**PASSED AND APPROVED BY A MAJORITY OF THE BOARD OF TRUSTEES ON
THIS THE 16th DAY OF SEPTEMBER 2026.**

APPROVED:

ATTEST:

Lauren White
President, Board of Trustees

Jonathan Bove
Secretary, Board of Trustees



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of the 2026-2027 District Improvement Plan and Campus Improvement Plans, including Goals and Performance Objectives, and the Lake Travis Elementary School Targeted Support and Improvement Plan

RECOMMENDED ACTION

Administration recommends approval of the 2026-2027 District Improvement Plan and Campus Improvement Plans, including Goals and Performance Objectives, and the Lake Travis Elementary School Targeted Support and Improvement Plan, as presented.

RATIONALE

Pursuant to Texas Education Code §§ 11.251–11.253, each school district and campus is required to engage in an annual planning and decision-making process designed to improve student performance. As part of this process, the District Improvement Plan and Campus Improvement Plans establish goals and performance objectives based on identified needs and provide the framework for the strategies, activities, resources, and measures used to monitor progress toward those objectives.

The 2026–2027 District Improvement Plan and Campus Improvement Plans goals and performance objectives have been developed through the required district- and campus-level planning processes and reflect identified priorities for continuous improvement and student achievement. The goals and performance objectives are presented to the Board of Trustees for formal consideration and approval in accordance with applicable law and Board policy.

Lake Travis Elementary has been identified for targeted support and improvement under federal accountability pursuant to the Every Student Succeeds Act (ESSA), 20 U.S.C. §6311(d)(2), and is required by the Texas Education Agency to develop and implement a board-approved Local Improvement Plan (LIP) no later than November 20, 2026. In accordance with Texas Education Code § 11.253 and TEA guidance, Lake Travis Elementary’s LIP is embedded within the campus’s 2026-2027 Campus Improvement Plan and incorporates the required evidence-based improvement strategies, student performance goals, implementation monitoring, additional actions if implementation is unsuccessful, and allocation of resources necessary to address the identified area of low performance. The LIP will be maintained locally and provided to TEA upon request.

Approval will establish the goals and performance objectives that will guide implementation, monitoring, and evaluation of the District Improvement Plan and Campus Improvement Plans throughout the 2026-2027 school year and will satisfy the Board approval requirement for Lake Travis Elementary’s targeted support and improvement plan.

BUDGET PROVISIONS

None

**RESOURCE PERSONNEL**

Bethany Medford, Ed.D. – Deputy Superintendent

Tasha Barker – Assistant Superintendent of Organizational Services

ATTACHMENTS

1. 2026-2027 District Improvement Plan
2. 2026-2027 Campus Improvement Plans, including the Lake Travis Elementary School targeted support and improvement plan

MEETING DATE

September 16, 2026

Lake Travis Independent School District

District Improvement Plan

2026-2027 Formative Reviews with Notes



Mission Statement

The mission of the Lake Travis ISD is to educate all students by teaching a comprehensive curriculum which emphasizes scholastic excellence. The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents and citizens through the efficient use of resources. Our graduates will have lifelong problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Value Statement

Learner-Centric Model

Pillar 1: Learning is Social *#LearningTogether*

Learning engages community.

Outcome: Learners intentionally develop meaningful, healthy relationships and partnerships with the larger learning community by connecting, collaborating, and communicating. Lake Travis learners engage in the continuous process of learning.

Essential Conditions: LTISD creates and continuously improves structures supporting reciprocal partnerships among school, family, and community. Educators provide real-world opportunities through authentic learning experiences.

Pillar 2: Learning is Inspiring *#DesignThinking*

Learning sparks authentic solutions.

Outcome: Learners embrace a positive outlook toward learning, view challenges and failures as opportunities to improve, and share their love of learning. Lake Travis learners engage in the continuous process of learning.

Essential Conditions: LTISD provides personal connections and challenges for all learners to apply a deeper understanding of relevant and authentic problems. Learning is deepened and reinforced through authentic learning experiences.

Pillar 3: Learning is Dynamic *#Twenty4Seven*

Learning continues anytime and anywhere.

Outcome: Learners strategically manipulate time, space and resources to optimize learning.

Essential Conditions: LTISD supports the design of flexible learning resources for personalized learning through leveraging time, space, and instructional strategies that are flexible based on the needs of the learner.

Pillar 4: Learning is Empowering *#LifeReady*

Learning fosters a growth mindset and socio-emotional independence.

Outcome: Learners capitalize on multiple opportunities, choosing both how they learn and how they demonstrate mastery. Lake Travis learners are self-aware, self-directed, and respectful of themselves and others.

Essential Conditions: LTISD equips all learners to view challenges as opportunities and mistakes as learning. Learners develop habits of persistence, resilience, and grit as they take risks to make connections and learn from experiences.

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Goals 4

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time. 4

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential. 19

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 33

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Strengthen long-range financial planning through ongoing analysis of multi-year forecasts, budget performance, fund balance projections, enrollment and revenue trends, and audit results to support fiscal sustainability and strategic resource allocation. Strategy's Expected Result/Impact: By the end of the 2026-2027 fiscal year, complete 100% of scheduled financial reviews and maintain an updated multi-year financial forecast incorporating budget variances, fund balance projections, enrollment and revenue trends, audit results, and monthly financial performance to inform budget development and resource allocation. Staff Responsible for Monitoring: Chief Finance Officer	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Strengthen the annual budget development process through collaborative planning, data-informed analysis, and strategic resource allocation to align financial resources with district priorities and operational needs. Strategy's Expected Result/Impact: By the completion of the 2028 budget development cycle, achieve 100% campus and department participation and review budget requests, staffing allocations, and expenditure trends to ensure proposed resources are aligned with district priorities and identified needs. Staff Responsible for Monitoring: Chief Finance Officer	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Enhance financial transparency and accountability by providing timely, accurate, and accessible financial information that communicates the district's fiscal health, resource allocation, and financial priorities to the Board and community. Strategy's Expected Result/Impact: Maintain an up-to-date Financial Transparency website and provide 100% of scheduled monthly and quarterly financial reports to the Board. Staff Responsible for Monitoring: Chief Finance Officer	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Implement a comprehensive technology lifecycle and asset management framework to strengthen inventory accuracy, standardize replacement cycles, optimize resource allocation, and support sustainable long-term technology and infrastructure planning aligned with district priorities. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, complete 100% of the district technology asset inventory, establish standardized replacement schedules for all major technology asset categories, and develop an annual technology lifecycle and replacement plan to inform budget development and long-term capital planning. Staff Responsible for Monitoring: Director of Technology	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Strengthen technology governance through standardized processes for technology purchasing, software lifecycle management, licensing, contract renewals, and data-informed investment decisions to improve accountability, optimize resources, and support strategic budget planning. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implement standardized technology governance procedures and complete 100% of scheduled quarterly governance reports addressing software utilization, licensing compliance, contract renewals, and technology expenditures to identify cost-saving opportunities and inform annual budget planning. Staff Responsible for Monitoring: Director of Technology	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Implement strategic financial and operational practices within the Food Services program to maximize revenue, manage expenditures, improve operational efficiency, and maintain a financially sustainable program while continuing to provide high-quality meal services to students. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Food Services will maintain average operating expenses at or below 45% of total program revenue, supporting long-term financial sustainability while maintaining quality and access to student meal services. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 7 Details	Reviews	
Strategy 7: Establish a continuous improvement process across all campus nutrition programs that uses operational reviews, performance data, and stakeholder feedback to strengthen service quality, operational consistency, efficiency, and the overall student dining experience. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of campuses will complete a comprehensive Nutrition Services operational review, with identified areas of strength and opportunities for improvement used to develop and monitor campus-specific action steps. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 8 Details	Reviews	
Strategy 8: Enhance the districtwide Energy Management Program by using benchmarking data to identify conservation opportunities, establish measurable energy-reduction and cost-savings targets, and increase awareness and accountability for responsible energy use across district facilities. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the district will establish baseline energy consumption and cost data for district facilities, set measurable energy and cost-savings targets, and routinely communicate progress toward those targets, including documented energy reductions and estimated dollar savings. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 9 Details	Reviews	
Strategy 9: Implement Year One of the Effective Advising Framework (EAF) Grant during the 2026-2027 school year to strengthen academic, college, and career advising and improve student postsecondary readiness. Monitor implementation and outcomes while preparing and submitting the 2027-2028 EAF grant application to secure funding for Implementation Year Two. Strategy's Expected Result/Impact: Increase the percentage of students who are on track to meet at least one CCMR indicator through targeted academic, college, and career advising, while completing 100% of EAF Year One implementation requirements and securing continued implementation through submission of the Year Two grant application. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 10 Details	Reviews	
Strategy 10: Increase the financial sustainability of the Child Development Center by reducing the annual net operating loss through increased enrollment, operational efficiencies, and strategic cost management. Strategy's Expected Result/Impact: Improve the financial sustainability of the Child Development Center (CDC) by reducing the annual net operating loss by 10% by the end of the 2026-2027 fiscal year through increased enrollment, improved operational efficiencies, and strategic management of revenues and expenditures. Staff Responsible for Monitoring: Assistant Director of Community Programs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 11 Details	Reviews	
Strategy 11: Develop and implement a comprehensive districtwide sponsorship and revenue generation strategy that expands naming rights, advertising, athletic sponsorships, video board opportunities, and other district assets to maximize non-traditional revenue. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, develop and publish a comprehensive portfolio of district sponsorship, advertising, naming rights, and athletic revenue opportunities and secure at least three new or expanded revenue-generating partnerships. Staff Responsible for Monitoring: Director of Corporate Relations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 12 Details	Reviews	
Strategy 12: Develop a strategic districtwide sponsorship framework that integrates digital and on-site assets into scalable, high-value sponsorship levels designed to enhance existing partnerships, attract new sponsors, and maximize the value of district resources. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implement a standardized districtwide sponsorship structure with defined levels, pricing, benefits, and digital promotional opportunities, and secure at least three new or upgraded sponsorship agreements using the new framework. digital and on-site assets into scalable, high-value sponsorships. Staff Responsible for Monitoring: Director of Corporate Relations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 13 Details	Reviews	
Strategy 13: Develop high-value strategic corporate partnerships that generate significant revenue, expand opportunities and resources for students and the district, and provide enhanced recognition and engagement opportunities for top-tier partners. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, secure at least two new or renewed corporate partnerships valued at \$50,000 or more annually that provide financial and/or programmatic benefits to the district and students, with appropriate recognition through district digital communication channels. Staff Responsible for Monitoring: Director of Corporate Relations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Strengthen strategic procurement practices to improve operational efficiency, maximize purchasing value, and ensure effective vendor management through cooperative purchasing, streamlined processes, and ongoing vendor review. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, complete the annual approved vendor review, maintain current vendor documentation, utilize cooperative purchasing opportunities when advantageous, and implement at least one process improvement to increase warehouse requisition efficiency. Staff Responsible for Monitoring: Chief Finance Officer	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement and standardize ARUX as the districtwide platform for registration and fee collection across Community Programs, Pre-K, technology device replacement and insurance, Advanced Placement (AP) and OnRamps testing, Off Campus Physical Education (OCPE), and other student services to streamline processes, strengthen financial accuracy and accountability, and provide families with a consistent and efficient experience. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, achieve 100% implementation of established ARUX registration and payment procedures across identified district programs and services, with consistent processes for registration, fee collection, reconciliation, and reporting. Staff Responsible for Monitoring: Assistant Superintendent of Organizational Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Strengthen the efficiency, reliability, and effectiveness of district technology services through standardized performance monitoring, data-informed operational management, and continuous service improvement. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implement a recurring monthly technology services dashboard that monitors Help Desk volume, response and resolution times, recurring issue trends, customer satisfaction, and critical system availability; complete 100% of scheduled monthly reports; and establish baseline performance metrics to guide future service improvements. Staff Responsible for Monitoring: Director of Technology	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Strengthen the security, reliability, and resilience of district technology systems through proactive cybersecurity practices, infrastructure monitoring, risk management, and business continuity planning. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, complete 100% of scheduled quarterly cybersecurity and infrastructure health reviews, validate district backup and disaster recovery procedures, and complete recurring reports documenting identified risks, mitigation activities, system reliability, and operational readiness. Staff Responsible for Monitoring: Director of Technology	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Strengthen vertical alignment between high school and middle school athletic programs and horizontal alignment across middle schools through coordinated HS and MS athletic leadership, consistent administrative processes, collection and analysis of student participation data, aligned resource allocation, equipment planning, financial stewardship, and identification of operational efficiencies. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of middle school coaches will demonstrate an understanding of district athletic programs, processes, procedures, and expectations to support increased student participation and improved performance across middle school athletic programs. Staff Responsible for Monitoring: Assistant Director of Athletics	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Establish consistent communication and collaborative planning between Facilities/Construction and Maintenance to improve project coordination, ensure operational needs are addressed, and support effective transitions from construction to ongoing maintenance. Strategy's Expected Result/Impact: Throughout the 2026-2027 school year, Facilities/Construction and Maintenance will conduct bi-weekly coordination meetings, with documented action items and follow-up, to improve communication, project alignment, and operational readiness. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 7 Details	Reviews	
Strategy 7: Develop and implement a comprehensive preventive maintenance program for district HVAC systems that establishes consistent maintenance schedules, tracks equipment performance and service history, identifies potential issues before failure, and prioritizes preventive over reactive maintenance. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of identified HVAC equipment will be incorporated into a scheduled preventive maintenance program, resulting in a 10% reduction in HVAC repair and maintenance costs compared to the 2025-2026 baseline. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 8 Details	Reviews	
Strategy 8: Strengthen work order management processes through consistent monitoring, prioritization, scheduling, and timely completion of maintenance requests to reduce backlog and improve responsiveness to campus operational needs. Strategy's Expected Result/Impact: Throughout the 2026-2027 school year, Maintenance & Operations will maintain the work order backlog at or below established benchmarks of 150 pending work orders and 100 scheduled work orders, demonstrating consistent workflow management and timely response to district maintenance needs. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 9 Details	Reviews	
Strategy 9: Establish a consistent process for monitoring, documenting, and communicating the progress of all current Bond construction projects to ensure projects remain aligned with approved scope, timelines, and district commitments. Strategy's Expected Result/Impact: Throughout the 2026-2027 school year, 100% of active Bond construction projects will be routinely monitored for progress, with current percentage-of-completion information published and regularly updated on the district website to provide transparent and timely information to the community. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 10 Details	Reviews	
Strategy 10: Develop and implement a seasonal preventive maintenance schedule for bus HVAC systems to proactively address heating and cooling needs before significant seasonal temperature changes, reduce unexpected equipment failures, and improve fleet readiness and reliability. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Transportation will implement a seasonal HVAC preventive maintenance schedule for 100% of applicable buses and reduce HVAC-related scheduling delays and bus substitutions by at least 10% compared to the 2025-2026 baseline. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 11 Details	Reviews	
Strategy 11: Establish a systematic process for reviewing bus stops, routes, and student ridership data throughout the school year to identify underutilized stops, eliminate unnecessary service, and optimize routes to improve transportation efficiency while maintaining appropriate student access and service. Strategy's Expected Result/Impact: Complete 100% of scheduled ridership and route reviews during the 2026-2027 school year and implement identified route and stop adjustments to reduce unnecessary stops, mileage, and student ride time. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 12 Details	Reviews	
Strategy 12: Build and reinforce a proactive culture of safety and security through consistent training, clearly defined response protocols, ongoing assessment, and scenario-based preparedness activities that ensure staff and campuses are equipped to respond effectively to emergencies and security concerns. Strategy's Expected Result/Impact: Throughout the 2026-2027 school year, the district will demonstrate increased safety and emergency response readiness through 100% successful Intruder Detection Audit (IDA) performance and completion of required safety and security drills, with results reviewed to identify opportunities for continuous improvement and strengthen campus preparedness. Staff Responsible for Monitoring: Chief of Police	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 13 Details	Reviews	
Strategy 13: Implement a comprehensive, ongoing safety training program that equips all staff with the knowledge, skills, and confidence to recognize, respond to, and manage critical incidents using consistent districtwide emergency protocols and response expectations. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of campuses and departments will demonstrate a consistent standard of critical-incident preparedness and response through completion of required training, drills, and readiness assessments, with identified gaps addressed through targeted follow-up and continuous improvement. Staff Responsible for Monitoring: Chief of Police	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 14 Details	Reviews	
Strategy 14: Support school counselors in maintaining alignment with the 80/20 requirement outlined in SB 179 by ensuring at least 80% of their time is dedicated to direct and indirect services that support students' academic, career, and social-emotional development. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of school counselors will demonstrate alignment with the 80/20 requirement, with documented time-allocation data showing that at least 80% of counselor time is dedicated to direct and indirect student services. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 15 Details	Reviews	
Strategy 15: Strengthen district-community engagement through strategic, timely, and responsive communication that increases stakeholder awareness, participation, and connection with LTISD. Strategy's Expected Result/Impact: Increase identified community engagement measures by at least 10% over the 2025-2026 baseline and achieve at least 80% positive stakeholder feedback regarding the clarity, timeliness, and usefulness of district communications. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 16 Details	Reviews	
Strategy 16: Expand strategic digital storytelling across district platforms to highlight student and staff achievements, programs, opportunities, and district priorities while increasing community awareness and engagement. Strategy's Expected Result/Impact: Using 2025-2026 digital engagement metrics as the baseline, increase digital reach and engagement by at least 10% during the 2026-2027 school year and publish a minimum of four original digital stories or multimedia features each month across district communication platforms. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 17 Details	Reviews	
Strategy 17: Strengthen district visual communications through consistent branding and high-quality coverage of district programs, events, and initiatives. Strategy's Expected Result/Impact: Achieve 95% compliance with district brand and visual communication standards and provide visual coverage of 100% of identified major district events and initiatives by the end of the 2026-2027 school year. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 18 Details	Reviews	
Strategy 18: Strengthen communication capacity across campuses and departments through professional learning, collaboration, and increased participation in districtwide communications. Strategy's Expected Result/Impact: Provide at least two communication-focused professional learning opportunities annually, achieve participation from at least 75% of campuses and departments, and increase campus- and department-generated content by 10% over the 2025-2026 baseline. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 19 Details	Reviews	
Strategy 19: Use communication analytics and stakeholder feedback to continuously evaluate and improve the effectiveness of district communications. Strategy's Expected Result/Impact: Conduct quarterly communication data reviews and at least one annual stakeholder survey, implementing a minimum of three documented improvements based on identified trends and feedback. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 20 Details	Reviews	
Strategy 20: Strengthen community partnerships and engagement opportunities that expand volunteerism, mentoring, recognition, fundraising, and support for district programs and students. Strategy's Expected Result/Impact: Increase active community partnerships and participation in district engagement programs by at least 10% over the 2025-2026 baseline while maintaining 100% compliance with district policies and procedures. Staff Responsible for Monitoring: Executive Director of Communications	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Develop and implement a comprehensive talent acquisition and workforce planning framework that attracts highly qualified candidates, anticipates staffing needs, and ensures every campus and department is staffed with exceptional employees. Strategy's Expected Result/Impact: Increase presence at college/university career fairs by 15% annually. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Strengthen partnerships and recruitment pathways with colleges, universities, and educator preparation programs to expand student teaching, residency, internship, and practicum opportunities within LTISD. Strategy's Expected Result/Impact: Increase the number of student teachers, resident teachers, interns, and practicum placements in LTISD by at least 10% over the prior-year baseline by the end of the 2026-2027 school year. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Strengthen onboarding, mentoring, professional learning, and ongoing support systems for first-year teachers to promote professional growth, job satisfaction, and retention. Strategy's Expected Result/Impact: Increase the percentage of first-year teachers who return to LTISD for a second year by at least 5 percentage points over the prior-year baseline by the end of the 2026-2027 school year. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Strengthen support, guidance, and progress monitoring for teachers serving under District of Innovation certification to promote timely completion of state certification requirements. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, at least 75% of first-year teachers serving under District of Innovation certification will successfully obtain state certification. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Develop a comprehensive employee engagement and retention plan framework that strengthens workplace culture, supports employee well-being, recognizes excellence, and fosters long-term commitment to Lake Travis ISD. Strategy's Expected Result/Impact: Increase the districtwide teacher retention rate by at least 3 percentage points over the prior-year baseline by the end of the 2026-2027 school year, with continued annual progress toward an 85% retention rate by 2031. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Strengthen and standardize the districtwide onboarding process to ensure all new employees receive timely information, resources, training, and support necessary for a successful transition into LTISD. Strategy's Expected Result/Impact: Maintain a 100% completion rate for required onboarding activities for all new employees throughout the 2026-2027 school year. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 7 Details	Reviews	
Strategy 7: Implement a consistent feedback process to evaluate and continuously improve the new employee onboarding experience, ensuring new employees feel welcomed, prepared, supported, and connected to LTISD. Strategy's Expected Result/Impact: Achieve at least a 90% satisfaction rate among new employees participating in the onboarding feedback process by the end of the 2026-2027 school year. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 8 Details	Reviews	
Strategy 8: Develop and implement a comprehensive compensation and total rewards strategy informed by market analysis, the Teacher Incentive Allotment, employee recognition, and innovative compensation practices to strengthen the district's ability to attract, reward, and retain high-performing employees. Strategy's Expected Result/Impact: Complete annual compensation market analyses using 100% of identified peer districts and maintain LTISD compensation at or above the 75th percentile among comparable districts. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 9 Details	Reviews	
Strategy 9: Implement a comprehensive TIA communication and training framework to ensure eligible teachers have timely, consistent, and accurate information regarding eligibility, requirements, timelines, and designation opportunities. Strategy's Expected Result/Impact: Ensure 100% of eligible teachers receive annual TIA communication and training regarding eligibility, requirements, timelines, and designation opportunities during the 2026-2027 school year. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 10 Details	Reviews	
Strategy 10: Strengthen professional practice, capacity, and retention of school counselors, social workers, and school nurses by providing targeted, high-quality professional learning through the Region 13 Co-Op aligned with identified student, staff, and program needs. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of school counselors, social workers, and school nurses will participate in a minimum of two relevant professional learning opportunities per semester through the Region 13 Co-Op, as documented through participation records. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 11 Details	Reviews	
Strategy 11: Strengthen campus-level outreach to recruit district staff to lead afterschool and summer enrichment opportunities, expand program offerings, and increase student participation. Strategy's Expected Result/Impact: Increase staff participation and student enrollment in Community Programs enrichment and camp offerings by 10% over the 2025-2026 baseline by the end of the 2026-2027 school year through targeted campus-level outreach and engagement. Staff Responsible for Monitoring: Assistant Director of Community Programs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 12 Details	Reviews	
Strategy 12: Strengthen recruitment, onboarding, and ongoing support for Fine Arts staff through proactive talent recruitment, intentional new-hire support, professional learning, and engagement opportunities that promote long-term retention. Strategy's Expected Result/Impact: Achieve and maintain an annual retention rate of at least 90% among Fine Arts instructional staff during the 2026-2027 school year. Staff Responsible for Monitoring: Director of Fine Arts	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 13 Details	Reviews	
Strategy 13: Strengthen the recruitment, support, and retention of high-quality coaches across the district, with a targeted focus on middle school programs, through intentional onboarding, mentoring, and ongoing professional support for new coaches. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of newly hired coaches will participate in a documented onboarding and support conference with athletic administration and be provided access to mentoring and ongoing support opportunities. Staff Responsible for Monitoring: Assistant Director of Athletics	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 14 Details	Reviews	
Strategy 14: Strengthen recruitment, development, and advancement practices that build employee capacity, promote internal growth, increase job satisfaction, and retain high-quality Maintenance & Operations staff. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Maintenance & Operations will maintain an annual employee retention rate of at least 90%, while increasing opportunities for employee development and internal advancement. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 15 Details	Reviews	
Strategy 15: Develop and implement a structured onboarding process for new employees that clearly communicates departmental expectations, provides consistent training and support, and builds early connection and confidence within the team. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of new employees will complete the structured departmental onboarding process, contributing to increased employee readiness, connection, and an annual department retention rate of at least 90%. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 16 Details	Reviews	
Strategy 16: Strengthen recruitment, onboarding, professional learning, recognition, and internal growth opportunities to build employee capacity, increase engagement, and create a supportive workplace culture that attracts and retains high-quality Food & Nutrition Services employees. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Food & Nutrition Services will maintain an annual employee retention rate of at least 90%, while increasing employee development and internal growth opportunities that strengthen workforce stability and service quality. Staff Responsible for Monitoring: Executive Director of Operations	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 17 Details	Reviews	
Strategy 17: Recruit highly qualified officers who align with district values, provide structured onboarding that supports successful integration into the school environment, and invest in continued professional growth, recognition, communication, and advancement opportunities to strengthen engagement and long-term retention. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the District Police Department will strengthen workforce stability by successfully filling identified officer vacancies and maintaining an annual officer retention rate of at least 90%, while providing consistent onboarding and professional development for all newly hired officers. Staff Responsible for Monitoring: Chief of Police	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PreK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PreK-12 experience through strong academic foundations and aligned learning experiences.

HB3 Goal

Evaluation Data Sources: By 2031, Lake Travis ISD will:

- Achieve 90% or higher performance on key readiness indicators, including:
- Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators
- Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Implement a district-wide literacy framework and professional development plan for elementary teachers that emphasizes the use of high-yield strategies within an instructional block that includes foundational skills, integrated writing, and small group differentiation. [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: Professional learning on high-yield strategies within the instructional block will increase teacher efficacy and lead to a 3% annual gain at Meets or Above on 3rd grade reading STAAR. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 5: Effective Instruction 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Provide professional development and High Quality Instructional Materials (HQIM) for reading that include decodable texts and foundational skills at grades K-3 and word study skills at grades 4-5. [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: The use of High Quality Instructional Materials (HQIM) will lead to a 2% gain in the number of students at or above grade level performance annually as measured by End of Year (EOY) mCLASS and an increase in the average State of Texas Assessments of Academic Readiness (STAAR) reading score of at least 4% annually for 4th and 5th grade. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 3	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Provide professional development and High Quality Instructional Materials (HQIM) for elementary math rooted in a district-wide math framework and Research Based Instructional Strategies (RBIS). [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: The use of High Quality Instructional Materials (HQIM) in math will lead to a 5% annual gain at Meets or Above on 3rd grade math State of Texas Assessments of Academic Readiness (STAAR). Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 4	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Implement a district-wide literacy framework and professional development plan for secondary teachers that emphasizes the use of high-yield strategies within an instructional block that include integrated writing, the use of grade-level texts, active student engagement, differentiation for skill development. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: Professional learning on high-yield strategies within the instructional block will increase teacher efficacy and lead to a 3% annual gain at Meets or Above on 6th grade reading State of Texas Assessments of Academic Readiness (STAAR), a 5% annual gain at Meets or Above for the Special Education student group on English I End of Course (EOC), and a 7% annual gain at Meets or Above for the Emergent Bilingual (EB) student group on English I End of Course (EOC). Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction; Executive Director of Special Services Results Driven Accountability Problem Statements: Lever 5: Effective Instruction 2	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Provide professional development and High Quality Instructional Materials (HQIM) for secondary math rooted in a district-wide math framework and Research Based Instructional Strategies (RBIS). [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: The use of High Quality Instructional Materials (HQIM) in math will lead to 5% annual gain at Meets or Above on 6th grade math State of Texas Assessments of Academic Readiness (STAAR), a 10% annual gain at Meets or Above on 7th grade math State of Texas Assessments of Academic Readiness (STAAR), and a 4% annual gain at Meets or Above on Algebra I End of Course (EOC). Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Implement the Scottish Rite program, "Bridges," and the Really Great Reading suite for dyslexia instruction to expand programming to better meet student needs. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] Strategy's Expected Result/Impact: Increase the Reading Growth score for Special Education students from 58 to 62 and reach Texas Education Agency's (TEA) long-term target of 75 by 2038 as measured in the Closing the Gaps domain. Staff Responsible for Monitoring: Executive Director of Special Services	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 7 Details	Reviews	
Strategy 7: Provide engaging Tier 1 instruction and targeted Tier 1 interventions aligned with High Quality Instructional Materials (HQIM) for Reading Language Arts and robust curriculum documents supported by a comprehensive literacy framework. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(H)] Strategy's Expected Result/Impact: Increase the Reading Growth score for Emergent Bilingual (EB) (Current & Monitored) students from 57 to 60 to reach TEA's interim target as measured by the Closing the Gaps domain. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Results Driven Accountability Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 8 Details	Reviews	
Strategy 8: Provide engaging Tier 1 instruction and targeted Tier 1 interventions aligned with High Quality Instructional Materials (HQIM) in math and robust curriculum documents supported by a comprehensive math framework. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(H)] Strategy's Expected Result/Impact: Increase the Math Growth score for Emergent Bilingual (EB) (Current & Monitored) students from 67 to 77 to reach TEA's interim target as measured by the Closing the Gaps domain. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Results Driven Accountability Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 9 Details	Reviews	
Strategy 9: Provide engaging Tier 1 instruction and targeted Tier 1 interventions aligned with High Quality Instructional Materials (HQIM) for Reading Language Arts and robust curriculum documents supported by a comprehensive literacy framework. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] [TEC 11.252(a)(3)(H)] Strategy's Expected Result/Impact: Increase the Reading Growth score for Economically Disadvantaged (EcoDis) students from 61 to 65 to reach TEA's interim target as measured by the Closing the Gaps domain. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2 - Lever 5: Effective Instruction 3	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 10 Details	Reviews	
Strategy 10: Provide engaging Tier 1 instruction and targeted Tier 1 interventions aligned with High Quality Instructional Materials (HQIM) for math and robust curriculum documents supported by a comprehensive math framework. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)][TEC 11.252(a)(3)(H)] Strategy's Expected Result/Impact: Increase the Math Growth score for Economically Disadvantaged (EcoDis) students from 59 to 75 to reach TEA's interim target as measured by the Closing the Gaps domain. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2 - Lever 5: Effective Instruction 3	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 11 Details	Reviews	
Strategy 11: Conduct a multi-level program review and strengthen pathways for students to earn College, Career, Military Readiness (CCMR) credit through Texas Success Initiative (TSI) criteria, Advance Placement (AP) examination, dual course credit, industry based credit, Level I or Level II certification, OnRamps, military enlistment, completed Individualized Education Program (IEP) and workforce readiness, or advanced degree plan (for Special Education students). Strategy's Expected Result/Impact: Increase the number of graduates who meet College, Career, Military Readiness (CCMR) criteria to 88%. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction; Executive Director of Special Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 12 Details	Reviews	
Strategy 12: Provide an individualized educational setting at Summit Academy and access to customizable learning materials designed to extend opportunities and an alternative pathway to students in need of credits for graduation. Strategy's Expected Result/Impact: Decrease the number of annual dropouts by 50%. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 13 Details	Reviews	
Strategy 13: Strengthen gifted and talented services by aligning identification practices to the Texas State Plan and implementing a universal screening for all second grade students while embedding depth, complexity, and acceleration within the district curriculum frameworks so identified students demonstrate annual growth. Strategy's Expected Result/Impact: Improved strategies for identification of Gifted and Talented (GT) students will result in an overall increase in identified students and decrease the gap between LTISD and state averages for all identified student groups. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 14 Details	Reviews	
Strategy 14: Increase access to and enrollment in advanced academic courses for Emergent Bilingual (EB) students by identifying and addressing barriers to participation, providing targeted academic advising and family outreach, and monitoring enrollment and participation data to promote equitable access to advanced coursework. Strategy's Expected Result/Impact: In 2026-2027, increase students identified as Emergent Bilingual (EB) in advanced academic courses by 5%. This will Improve college and career readiness outcomes for Emergent Bilingual (EB) students. Staff Responsible for Monitoring: Director of Counseling and Health Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 15 Details	Reviews	
Strategy 15: Support the development of future-ready learners by expanding equitable access to digital tools, promoting digital citizenship, and advancing Artificial Intelligence (AI) literacy and technology competencies across the district. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, establish a collaborative instructional technology integration framework with Curriculum and Instruction, complete 100% of scheduled semester progress reports, and document participation and access across professional learning, instructional technology, digital citizenship, and AI literacy initiatives to establish baseline measures and inform future planning. Staff Responsible for Monitoring: Director of Technology	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, Career and Technology Education (CTE), student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Increase the student attendance rate to 96% or higher by: monitoring district attendance rates by quarter for all schools and all students; complete instruction in courses during home-bound periods and report attendance and grades to appropriate staff; ensure Public Education Information Management System (PEIMS) coding accurately reflects the period of home-bound service; develop and implement. Strategy's Expected Result/Impact: Regular monitoring and accurate coding will reduce chronic absenteeism and sustain a districtwide attendance rate of 96% or higher. Staff Responsible for Monitoring: Director of Quality Assurance	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Enhance student health and well-being through engaging physical education activities, integrated health services, and a comprehensive health-focused curriculum. Strategy's Expected Result/Impact: Enhancing student health and well-being through Physical Education (PE), health services, and curriculum will contribute to improving overall attendance by at least 0.7% annually. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Implement the Destination Imagination program at all district elementary schools. Strategy's Expected Result/Impact: By End of Year (EOY) 2026-27, each elementary campus will have an established Destination Imagination team with active participation across multiple grade levels and be represented in the regional Destination Imagination (DI) competition. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Provide a structured framework for science fair within the curriculum plan for 5th grade science and 7th grade Honors science. Strategy's Expected Result/Impact: Increase the number of students who qualify for the state-level science fair to at least 2% of the students who qualified for the regional Greater Austin Regional Science and Engineering Fair (GARSEF) competition annually. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Provide effective guidance and recruitment opportunities (to include the Career and Technology Education (CTE) Roadshow) to encourage student enrollment and engagement in Career and Technology Education (CTE) programs and Career and Technology Student Organizations (CTSO). Strategy's Expected Result/Impact: Increase the number of students enrolling in a Career and Technology Education (CTE) pathway by 5% annually as measured by Summer Public Education Information Management System (PEIMS) submission. Staff Responsible for Monitoring: Director of Counseling and Health Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Develop a Lake Travis ISD Comprehensive School Counseling Program aligned with the Texas Model for Comprehensive School Counseling Programs and the American School Counselor Association (ASCA) National Model. Present the program and framework to the LTISD school Health Advisory Council (SHAC) for review and, upon approval, to the LTISD Board of Trustees for consideration. [TEC 11.252(a)(3)(I) TEC 33.005] Strategy's Expected Result/Impact: The Lake Travis ISD Comprehensive School Counseling Program will be approved in the 26-27 school year and fully implemented in the 27-28 school year. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 7 Details	Reviews	
Strategy 7: Refine a comprehensive attendance improvement framework that strengthens data monitoring, identifies barriers to regular attendance, and equips campuses with proactive, targeted strategies to improve student engagement and daily attendance. Strategy's Expected Result/Impact: Increase the districtwide student attendance rate by at least 0.5 percentage points over the prior-year baseline by the end of the 2026-2027 school year. Staff Responsible for Monitoring: Director of Quality Assurance	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 8 Details	Reviews	
Strategy 8: Strengthen and expand Fine Arts learning and performance opportunities to increase student participation, engagement, and connection to Fine Arts programs. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, increase student participation in Fine Arts opportunities by at least 5% across identified student groups, as measured by district participation data. Staff Responsible for Monitoring: Director of Fine Arts	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 9 Details	Reviews	
Strategy 9: Expand awareness of and engagement in middle school athletics by creating intentional opportunities for 5th- and 6th-grade students to learn about, experience, and connect with district athletic programs prior to 7th-grade participation. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, middle school athletic programs will implement opportunities within the extracurricular schedule for 5th- and 6th-grade students to engage with and experience district athletic programs, establishing a foundation for increased 7th-grade athletic participation in 2027-2028. Staff Responsible for Monitoring: Assistant Director of Athletics	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 10 Details	Reviews	
Strategy 10: Strengthen student safety and well-being through ongoing, evidence-based professional learning that equips staff to recognize, prevent, and appropriately respond to suicide risk, bullying, conflict, dating violence, violence, child abuse and maltreatment, sex trafficking, mental health concerns, and crisis situations in accordance with state law and district policy. [TEC SSSS11.252(a)(3)(B), 21.451(d), 37.0831, 37.0832, 38.0041, and 38.351; Board Policies DMA(LEGAL/LOCAL) and FFG(LEGAL/LOCAL)] Strategy's Expected Result/Impact: 100% of staff who have direct contact with students will complete all required student safety and well-being professional learning modules through EduHero by the established district deadline, as verified through EduHero completion reports. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 11 Details	Reviews	
Strategy 11: Strengthen campus-based student support and intervention systems by integrating evidence-based grief-informed and trauma-informed practices that equip staff to recognize and respond to student needs and provide appropriate support to students and families. [TEC SS11.252(a)(3)(E); Board Policy FFBA(LEGAL/LOCAL)] Strategy's Expected Result/Impact: 100% of school counselors and social workers will participate in professional learning focused on grief-informed and trauma-informed practices to strengthen campus capacity to identify student needs, provide appropriate interventions, and connect students and families with support and resources. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 12 Details	Reviews	
Strategy 12: Strengthen family engagement through coordinated learning and outreach that provides families with timely resources to support students' academic success, social-emotional well-being, and postsecondary readiness, including academic standards and assessments, literacy and mathematics, college admissions and applications, the Free Application for Federal Student Aid (FAFSA), TEXAS Grant, Teach for Texas Grant, and other financial aid and college and career readiness opportunities, while fulfilling Title I family engagement requirements. [TEC SSSS11.252(a)(3)(G) and 11.252(c)(4)(A-D); ESSA SS1116; TEC Chapter 56] Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, provide at least two family engagement and learning opportunities at each campus level (elementary, middle, and high school) addressing academic success, social-emotional well-being, and/or postsecondary readiness, including FAFSA, financial aid, and college admissions, and document participation through attendance or engagement records. Staff Responsible for Monitoring: Director of Counseling and Health Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 13 Details	Reviews	
Strategy 13: Strengthen districtwide bullying prevention and response through ongoing training for students and staff on bullying identification, prevention, reporting procedures, documentation and tracking, and behavioral expectations. Maintain accessible reporting options, including the district's Anonymous Alerts system available through district and campus websites, to support timely reporting, investigation, intervention, and response. [TEC SSSS11.252(a)(3)(E), 37.083(a), and 37.0832] Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of campuses will provide required bullying prevention and reporting training to students and staff, maintain access to Anonymous Alerts, and document and track reported bullying incidents in accordance with district procedures and state requirements. Staff Responsible for Monitoring: Assistant Superintendent of Organizational Services	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

HB3 Goal

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher College, Career Military Readiness (CCMR) attainment across all student groups.

Increase participation in advanced academics and Career and Technical Education (CTE) by 25% for all secondary students.

Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Conduct an annual program review and provide access to Dual Credit courses, articulated pathways, and individual advisement to increase the number of students completing advanced coursework. Strategy's Expected Result/Impact: Increase the Advanced/Dual Credit Completion scores to meet the Quartile 1 (Q1)1 minimum scores for Reading Language Arts (RLA), Math, Science, and Social Studies as measured on the Distinction Designation Summary. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction; Director of Counseling & Health Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Provide Level 3 and Level 4 Career and Technology Education (CTE) courses and rigorous learning activities within a complete pathway in order to prepare students to earn Industry Based Certification and Completer status in a specific program of study. [TEC 11.252(a)(3)(G)] Strategy's Expected Result/Impact: Increase the percentage of students who earn Industry Based Certification (IBC) plus Concentrator or Completer in aligned program of study from 30.2% to 37.7% as measured on the College, Career, and Military Readiness (CCMR) accountability report. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Provide access to rigorous coursework in secondary Reading Language Arts (RLA) and Math and Texas Success Initiative Assessment 2.0 (TSIA2) preparation activities/materials in order to increase the number of students meeting College, Career, Military Readiness (CCMR) criteria. [TEC 11.252(a)(3)(A)] Strategy's Expected Result/Impact: Increase the number of students who meet Texas Student Initiative (TSI) criteria in both Reading Language Arts (RLA) and Mathematics by 5% annually, as measured by the College, Career, and Military Readiness (CCMR) accountability report. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Provide access to rigorous Advanced Placement (AP) coursework and preparation activities across multiple subject areas in order to increase participation and performance on Advanced Placement (AP) examinations. Strategy's Expected Result/Impact: Increase the number of students who meet the criterion score on an Advanced Placement (AP) exam in any subject by 7% annually as measured by College, Career, and Military Readiness (CCMR) accountability report. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Ensure students identified as at risk have advised, supported access to Career and Technology Education (CTE) pathways by reducing barriers such as student fees, prioritizing scheduling, and regularly monitoring pathway progress. [TEC 11.252(a)(2)] [TEC 11.252(a)(3)(A)] Strategy's Expected Result/Impact: Advised, supported access to Career and Technology Education (CTE) pathways will increase the number of Former Special Education students meeting College, Career, and Military Readiness (CCMR) criteria by 14% annually, increase the number of Emergent Bilingual (EB) students meeting College, Career, and Military Readiness (CCMR) criteria by 10% annually, and increase the number of Highly Mobile students meeting College, Career, and Military Readiness (CCMR) criteria by 5% annually. Staff Responsible for Monitoring: Senior Executive Director of Curriculum & Instruction; Director of Counseling & Health Services; Executive Director of Special Services Results Driven Accountability Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Provide an Scholastic Aptitude Test (SAT) school day for all juniors to take the Scholastic Aptitude Test (SAT) at no cost as well as access to High Quality Instructional Materials (HQIM) and rigorous coursework activities in mathematics for all students. [TEC 11.252(a)(3)(A)] Strategy's Expected Result/Impact: Increase the percentage of students who meet Texas Success Initiative (TSI) assessment criteria in Mathematics from 10.7% to 12%, increase the percentage of students who meet the Scholastic Aptitude Test (SAT) criteria in Mathematics from 57.1% to 60%. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 7 Details	Reviews	
Strategy 7: Implement college/career advisement through a targeted counselor position and provide proactive individual advisement on a regular basis. [TEC 11.252(a)(3)(G)] Strategy's Expected Result/Impact: 100% of students will develop and annually update a personalized graduation and postsecondary plan. Staff Responsible for Monitoring: Director of Counseling and Health Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 8 Details	Reviews	
Strategy 8: Beginning in 2026-2027 students in grades 5-12 will participate annually in the newly developed LTISD individualized academic and career planning/advising sessions with school counselors to support academic success through various academic pathways that include Career Technology Education (CTE) programs of study, career awareness, and postsecondary readiness. Strategy's Expected Result/Impact: First year goal in the 2026-2027 school year is for 88% of all students in grades 5-12 will participate in individualized academic and career advising sessions. Progress will be monitored through data pulled from Skyward, Naviance and counselor time trackers. Staff Responsible for Monitoring: Director of Counseling and Health Services Problem Statements: Lever 1: Strong District Leadership & Planning 1	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with Texas Essential Knowledge and Skills (TEKS) and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Deliver timely, actionable instructional feedback through Texas Teacher Evaluation and Support System (T-TESS) and aligned walkthroughs, using a new common walkthrough form calibrated to the high-yield strategies identified in the district literacy and mathematics frameworks. Strategy's Expected Result/Impact: Implementation year data for the Texas Teacher Evaluation and Support System (T-TESS)-aligned walkthrough form will show at least three walkthroughs for each teacher (1 in fall / 2 in spring) as well as an average score of 3 or higher for 75% of teachers, as measured by STRIVE analytic data. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Maintain a high-quality, TEKS-aligned curriculum through ongoing feedback, a documented annual review cycle, and teacher-identified Essential Standards updated annually. Strategy's Expected Result/Impact: 100% of campuses will implement strategies targeted at fidelity usage of the adopted curriculum, as measured by Campus Performance Reviews, Texas Teacher Evaluation and Support System (T-TESS)-aligned walkthroughs, curriculum- and High Quality Instructional Materials (HQIM)-based learning walk data, and Professional Learning Communities (PLC) agendas. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: By Spring 2027, implement high-quality, inclusive afterschool enrichment opportunities specifically designed to support the unique strengths, interests, and specialized needs of students receiving special education services. Strategy's Expected Result/Impact: Offer at least one high-quality enrichment class by Spring 2027 designed to support the unique strengths, interests, abilities, and specialized needs of students receiving special education services. Staff Responsible for Monitoring: Assistant Director of Community Programs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Provide job-embedded instructional coaching, targeted professional development for new teachers and student intervention, and a Professional Development (PD) framework centered around high-yield instructional strategies. [TEC 11.252(a)(3)(F)] Strategy's Expected Result/Impact: Campuses will achieve a Growth Score for School Progress: Reading Language Arts (RLA) and Math of at least 80 for elementary and middle schools and 70 for high school, as measured by the annual Academic Growth Report. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Provide a structured assessment plan that includes district-wide common assessments and a progress-monitoring framework in order to regularly track student mastery and inform campus intervention plans, so that TIA-eligible teachers have a regular measure of student growth. Strategy's Expected Result/Impact: Campus Performance Reviews and analysis of Learning Together Checkpoint data will indicate student growth from Beginning of the Year (BOY) to End of the Year (EOY) in Teacher Incentive Allotment (TIA)-eligible grade levels and subjects. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Implement a district-wide literacy framework and training for all K-12 English Language Arts and Reading (ELAR) teachers in Research Based Instructional Strategies for Reading/Language Arts. [TEC 11.252(a)(3)(A)] Strategy's Expected Result/Impact: Students in grades 4-10 will show growth on English Language Arts and Reading (ELAR) Learning Together Checkpoints from Beginning of the Year (BOY) to End of the Year (EOY) and 50% of Teacher Incentive Allotment (TIA)-eligible ELAR teachers will meet the requirements for student growth in reading. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Provide targeted professional development for Extended Care and Summer Squires site supervisors to strengthen leadership capacity, ensure consistent program implementation, and enhance program quality. Strategy's Expected Result/Impact: Provide at least one targeted professional development opportunity per semester for Extended Care and Summer Squires site supervisors to strengthen leadership capacity, promote consistent program implementation, and enhance overall program quality. Staff Responsible for Monitoring: Assistant Director of Community Programs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

HB3 Goal

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Provide High Quality Instructional Materials (HQIM) aligned to the math and literacy frameworks and Research-Based Instructional Strategies (RBIS) for K-Algebra 2 math and elementary reading, implement a complete and viable curriculum for all core subjects K-12, and establish expectations and training in an engaging instructional block structure. Strategy's Expected Result/Impact: Increase distinctions for math and reading to match the growth in distinctions in science following implementation of the science curriculum, with the goal of at least 2 campuses earning a distinction in reading and at least 2 in math. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement and train teachers on instructional block guidelines that include small-group instruction and intervention strategies for each core subject, and implement a complete and viable curriculum that includes differentiation strategies for each unit of instruction. [TEC 11.252(a)(3)(H)] Strategy's Expected Result/Impact: 100% of campuses will increase their Relative Performance score by at least 5 points as compared to their 2026 score. Staff Responsible for Monitoring: Senior Executive Director of Curriculum and Instruction Problem Statements: Lever 5: Effective Instruction 4	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Expand Summer Enrichment Camp offerings to include high-quality experiences that promote critical thinking, problem-solving, and authentic real-world learning. Strategy's Expected Result/Impact: Offer at least five additional Summer Enrichment Camps by Summer 2027 that promote critical thinking, problem-solving, and authentic real-world learning experiences. Staff Responsible for Monitoring: Assistant Director of Community Programs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Expand opportunities for students to apply and demonstrate Fine Arts knowledge and skills through University Interscholastic League (UIL), competitions, performances, exhibitions, and other achievement-based experiences beyond the classroom. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of Fine Arts programs will provide students with at least one documented opportunity beyond the traditional classroom setting to demonstrate their learning through UIL, competition, performance, exhibition, or another achievement-based experience. Staff Responsible for Monitoring: Director of Fine Arts	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Strengthen the student-athlete experience by promoting high-quality coaching practices, positive coach-athlete relationships, teamwork, and a supportive program environment across all district athletic programs. Strategy's Expected Result/Impact: By the end of each athletic season, 100% of coaches will provide student-athletes an opportunity to share feedback on their experience through an end-of-season survey or exit interview, with results used to identify strengths and opportunities for program improvement. Staff Responsible for Monitoring: Assistant Director of Athletics	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Hudson Bend Middle School

2026-2027 Formative Reviews with Notes



Mission Statement

Hudson Bend Middle School is a school community where all learners are known by name and need.

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 18

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Align the campus activity budget and instructional department budgets to provide high-quality instructional materials (HQIM), math/RLA interventions, and professional learning resources that target specific needs of special populations (Econ Dis, EB, SPED). Strategy's Expected Result/Impact: Improved STAAR component score from 63 to 66, RLA Meets standard from 72% to 75%, and Math Meets standard from 63% to 66%. Staff Responsible for Monitoring: Principal Josh Hughes, Admin Assistant Madison Morris, and Core Department Chairs: Hailey Wylie (ELA), Dan Grey (Math), Ruben Soliz (Science), Craig Holden (Social Studies), Eryn Brocx (Electives), Laura Truett (Fine Arts), and Laura Becker (Special Ed). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1	Oct	October Evidence of Progress
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 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Communication Implement a multi-channel campus communication plan (Monthly newsletters, weekly Hughes Huddle videos, campus website updates, parent surveys, and direct parent outreach, and improved social media presence) to enhance community engagement and emphasize the impact of attendance and parental involvement on learning. Strategy's Expected Result/Impact: Raise the overall campus attendance rate from 94.8% to 96.5%. Increase positive parent satisfaction on the annual communication survey from 85% to 92%. Staff Responsible for Monitoring: Principal Josh Hughes (Newsletter/Social Media Lead) and Counselors April Loeb & Angela Carey. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Oct	October Evidence of Progress
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Strategy 2 Details	Reviews	
Strategy 2: Safety and Security Establish and enforce standard operating procedures for campus safety, including structured arrival/dismissal, proactive security monitoring, and regular practice of emergency operations plan (EOP) drills. Strategy's Expected Result/Impact: 100% compliance with standard safety drill timelines (monthly fire drills, semester lockdown/evacuation drills) and 100% positive feedback on staff/student safety surveys Staff Responsible for Monitoring: Assistant Principal Donald Roeder (Safety & Security Lead / Drill Coordinator) and School Resource Officer (SRO) Off. Steven Krippner. ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Organization 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Discipline Management System Integrate Tier I behavioral support systems (e.g., Positive Behavioral Interventions and Supports - PBIS) and restorative discipline practices to reduce discretionary DAEP placements and promote high standards of citizenship. Strategy's Expected Result/Impact: Reduce total DAEP placements by 10% and discretionary suspensions by 15% compared to the previous year. Staff Responsible for Monitoring: Principal Josh Hughes (Campus Behavior Coordinator) and Grade-Level Assistant Principals: Tatiana Chavez (6th Grade), Donald Roeder (7th Grade), and Brian Gill (8th Grade). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Encourage Parental Involvement Partner with the HBMS Parent Teacher Organization (PTO) and host structured family engagement nights (e.g., Math and Science Nights, ESL parent workshops) to directly involve parents in their child's academic progress. Use effective communication to increase parental engagement and participation in school events. Strategy's Expected Result/Impact: Host a minimum of 4 academic/wellness parental involvement events during the school year, achieving 25% or higher representation from parents of high-focus student populations. Staff Responsible for Monitoring: Principal Josh Hughes (PTO Liaison), Assistant Principal Donald Roeder (LPAC Admin), Tatiana Chavez (ESL Admin), and ESL Teacher Cecelia Fierro. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Recruitment Partner with regional universities, attend teacher recruitment fairs, and leverage the Teacher Incentive Allotment (TIA) to recruit certified, high-quality SPED, ESL, and advanced mathematics educators. Strategy's Expected Result/Impact: 100% of open instructional positions are filled with fully certified, high-quality teachers prior to the start of the 2026-2027 school year, with a focus on ESL/SPED dual certification. Staff Responsible for Monitoring: Principal Josh Hughes and Instructional Coach Tana Wheeler, District HR TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Oct	October Evidence of Progress
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Strategy 2 Details	Reviews	
Strategy 2: Retention Provide a structured new-teacher mentoring program, implement a peer-coaching cycle, and recognize educator excellence through campus-based appreciation initiatives. Strategy's Expected Result/Impact: Maintain a teacher retention rate of 95% or higher for the 2026-2027 school year, particularly among core subject areas. Staff Responsible for Monitoring: Principal, Mentor Teachers, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Oct	October Evidence of Progress
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 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

- Achieve 90% or higher performance on key readiness indicators, including:
- Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: State Assessment -- Meets/Masters Strategy's Expected Result/Impact: Raise overall RLA Meets standard performance to 75% and Masters performance to 52%. Raise overall Mathematics Meets standard performance to 66% and Masters performance to 31%. Staff Responsible for Monitoring: Assistant Principals Tatiana Chavez (ELA) and Brian Gill (Math), Instructional Coach Tana Wheeler, ELA Chair Hailey Wylie, and Math Chair Dan Grey. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Oct	October Evidence of Progress
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Strategy 2 Details	Reviews	
Strategy 2: CCMR Increase student participation and performance in advanced middle school mathematics, focusing on expanding enrollment and ensuring high mastery rates in Grade 8 Algebra I. Strategy's Expected Result/Impact: Increase Algebra I by Grade 8 participation to 56% (moving the campus to the Top Quartile, Q1) and Meets performance to 54.5%. Staff Responsible for Monitoring: Assistant Principal Brian Gill (Math AP), Math Dept Chair Dan Grey, and Algebra I Teacher Jill Elizondo (listed as Jill Crecelius in trackers). TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Dropout Implement a robust academic early-warning system and counseling mentorship program for highly mobile, at-risk, and chronically absent students to prevent course failures and ensure successful transitions. Strategy's Expected Result/Impact: Maintain a 0% dropout rate and ensure a core course passing rate of 98% or higher for all at-risk and mobile student populations. Staff Responsible for Monitoring: Grade-Level Assistant Principals (Chavez, Roeder, Gill), Counselors April Loeb and Angela Carey, and Social Worker Joelle Nagel. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Closing the Gaps -- SPED / EB / ECO DIS Execute targeted, data-driven daily intervention blocks utilizing co-teaching inclusion models, bilingual paraprofessional push-in support, and structured ESL curriculum frameworks. Strategy's Expected Result/Impact: Raise SPED and EB Mathematics Academic Growth Scores from 59% to 62%. Raise the EB TELPAS Progress Rate from 26% to 30%. Raise Economically Disadvantaged Meets standard in Math from 33% to 35%. Staff Responsible for Monitoring: Principal Josh Hughes, Assistant Principal Donald Roeder (LPAC/SPED supervisor), and SPED Dept Chair Laura Becker. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Implementation of School Counseling Program Deliver monthly classroom guidance lessons focusing on mental health, safety, and academic planning, while integrating the on-campus "Zen Den" as a sensory space for self-regulation. Strategy's Expected Result/Impact: 100% of students receive core guidance curriculum lessons, and student surveys show a 5% increase in campus connectedness and safety scores Staff Responsible for Monitoring: Counselors April Loeb and Angela Carey, and Social Worker Joelle Nagel. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Oct	October Evidence of Progress
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Strategy 2 Details	Reviews	
Strategy 2: Violence Prevention and Intervention Enforce school-wide Standard Response Protocols (SRP), conduct mandatory monthly safety drills, deliver Navigate 360 threat assessment training, and host anti-bullying educational workshops. Strategy's Expected Result/Impact: 100% compliance with safety drill timelines, and a 15% reduction in discipline referrals related to physical/verbal altercations. Staff Responsible for Monitoring: Assistant Principal Donald Roeder (Safety & Security/Drill Lead), Principal Josh Hughes (Campus Behavior Coordinator), and Off. Steven Krippner. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: School Health Program Implement the LTISD Local Wellness Policy, coordinates student medical plans, trains emergency responders, and integrates active fitness blocks across physical education and athletics curricula. Strategy's Expected Result/Impact: 100% completion of state-mandated health screenings and a 95% student compliance rate on the yearly FitnessGram. Staff Responsible for Monitoring: Nurse Wendy Everett and Athletic Coordinator Megan Kuehler. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
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Strategy 4 Details	Reviews	
Strategy 4: Overall Attendance Form an attendance committee, implement parent-contact guidelines for unexcused absences, and coordinate attendance recovery contracts with neighboring LTISD middle schools. Strategy's Expected Result/Impact: Raise the overall campus attendance rate to 96.5%, meeting or exceeding the Q1 comparison minimum of 96.2%. Staff Responsible for Monitoring: Principal Josh Hughes, Attendance Clerk Carmen Cruz, and Grade-Level APs. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
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Strategy 5 Details	Reviews	
Strategy 5: Chronic Absenteeism Deploy early-intervention MTSS tracking and counseling/social worker support for any student whose attendance drops below 90%. Strategy's Expected Result/Impact: Reduce the chronic absenteeism rate to 6.0% or lower. Staff Responsible for Monitoring: Grade-Level Assistant Principals (Chavez, Roeder, Gill), Counselors (Loeb, Carey), and Social Worker Joelle Nagel. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
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Strategy 6 Details	Reviews	
Strategy 6: Student Participation in Campus Activities Host campus-wide club informational fairs, expand student elective opportunities, and utilize master schedule pathways to increase student engagement. Increase awareness of incoming 6th graders to the programs offered at the middle school level. School-wide digital "Connectedness Survey" administered in grow-time blocks. Strategy's Expected Result/Impact: Achieve 95% or higher student participation in campus activities. Staff Responsible for Monitoring: Principal Josh Hughes, Counselors (Loeb, Carey), and Fine Arts and Athletics Chairs. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
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	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: College Ready -- Advanced Coursework Implement open-enrollment honors courses and utilize specialized "Grow Time" blocks to provide scaffolded support for high-focus students in advanced classes. Strategy's Expected Result/Impact: Increase honors course enrollment by 10% overall, maintaining a 95% or higher passing rate. Staff Responsible for Monitoring: Principal Josh Hughes, Counselors (Loeb, Carey), and GT Teacher Evan Lear. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Career Ready -- CTE Participation Drive middle school Career and Technical Education (CTE) elective enrollment, aligning courses with high school graduation pathways and using interest diagnostics. Strategy's Expected Result/Impact: Increase overall 7th and 8th-grade CTE elective participation to 50% or higher. Staff Responsible for Monitoring: Electives Chair Eryn Brocx, CTE Teachers (Ryan Dann, Keenya Grayson, Tiffanie Roberts), and Counselors (Loeb, Carey) TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.
 - Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews
Strategy 1: Feedback to Teachers Establish a rigorous, non-evaluative instructional walkthrough cycle focused on active Tier I lesson delivery, student-to-teacher interactive coaching, and the alignment of "flipped classroom" math models with direct teacher-led instruction to address learning gaps. Strategy's Expected Result/Impact: 100% of core content teachers will receive a minimum of one documented walkthrough per week (minimum of 5 walkthroughs per administrator per week submitted immediately in Eduphoria), with 100% of walkthroughs containing actionable feedback on student engagement and Tier I instructional scaffolds. Staff Responsible for Monitoring: Principal Josh Hughes, Assistant Principals Tatiana Chavez, Donald Roeder, and Brian Gill, and Instructional Coach Tana Wheeler. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Discipline Goal Standardize and implement the campus-wide Tier I Behavior Spreadsheet (HBMS Student Behaviors and Interventions) to require documented teacher-led parent contact and classroom-level interventions prior to office discipline referrals Strategy's Expected Result/Impact: Reduce core classroom discipline referrals by 20% compared to the 2025-2026 school year, and ensure 100% of core teachers utilize the Tier I behavior tracking spreadsheet prior to discretionary administrative referrals. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Student Growth Strategy's Expected Result/Impact: Leverage weekly core PLCs to conduct student-by-student growth analysis, mapping performance to state-standard growth targets and adjusting daily "Grow Time" intervention rosters dynamically. Staff Responsible for Monitoring: Achieve an Academic Growth Raw Score of 81 or higher on the 2027 TEA Accountability Report to secure the Top 25% Comparative Academic Growth Distinction Designation. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
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Strategy 2 Details	Reviews	
Strategy 2: TIA Designation Utilize the Texas Teacher Incentive Allotment (TIA) framework to recognize, incentivize, and retain high-performing core educators by establishing transparent, data-driven student growth portfolios. Strategy's Expected Result/Impact: 100% of eligible core RLA and Math teachers are oriented on TIA appraisal rubrics and systematically track student-level growth portfolios across the 2026-2027 school year. Staff Responsible for Monitoring: Principal Josh Hughes and Senior Executive Director of C&I Lyndsae Benton, Ed.D.. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Staff Development Second Language Acquisition Theory, Sheltered Instruction (ELPS), and SPED co-teaching strategies. Strategy's Expected Result/Impact: 100% of core instructional staff will complete sheltering/ESL strategy professional development modules, raising the EB TELPAS Progress Rate from 26% to 30% or higher on the 2027 state evaluation. Staff Responsible for Monitoring: Principal Josh Hughes, LPAC Lead Donald Roeder, ESL Lead Tatiana Chavez, and ESL Teacher Cecelia Fierro. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews
Strategy 1: Distinctions Elevate 8th-grade Social Studies and 8th-grade Science performance to the top quartile by aligning curriculum rigor to the Masters Grade Level standard and utilizing specialized extension lessons. Strategy's Expected Result/Impact: Maintain Science Masters performance at or above 57.0% (Quartile 1) and increase 8th-grade Social Studies Masters performance from 38.0% to 40.0% or higher to enter Quartile 1 and secure the Social Studies Distinction. Staff Responsible for Monitoring: Assistant Principal Brian Gill (Science/8th Grade AP), Social Studies Chair Craig Holden, and Science Chair Ruben Soliz. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Relative Performance Utilize targeted, data-driven daily intervention blocks ("Grow Time") to accelerate student performance among Economically Disadvantaged and high-focus student groups in RLA and Mathematics. Strategy's Expected Result/Impact: Raise the overall STAAR Performance Component Score from 63 to 66 or higher, thereby elevating the Relative Performance Scaled Score from 77 to 80 or higher (Grade B) on the TEA accountability report. Staff Responsible for Monitoring: Principal Josh Hughes, core department chairs, and grade-level counselors. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District
Lake Travis Middle School
2026-2027 Formative Reviews with Notes



Mission Statement

LTMS...Ensuring students thrive by challenging minds and connecting hearts!

Vision

LTMS...Igniting compassion, confidence and creativity in every learner!

Value Statement

The mission of the Lake Travis Independent School District is to educate all students by teaching a comprehensive curriculum that emphasizes scholastic excellence.

The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents, and citizens through the efficient use of resources.

Our graduates will have life-long problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 16

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: LTMS will increase the use of district provided materials and hands on, engaging activities to reduce the cost spent on paper copies. Strategy's Expected Result/Impact: The use of these highly effective instructional strategies will decrease the campus copy budget by 10% from the 25-26 school year. ESF Levers: Lever 1: Strong School Leadership and Planning	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: LTMS will implement a weekly parent and staff newsletter to improve communication with stakeholders. Strategy's Expected Result/Impact: Improved communication will increase parent involvement in campus activities and lead to 65% of families responding Agree or Strongly Agree in the area of LTISD is making efforts to create a sense of belonging for all families.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: LTMS staff will implement Emergent Tree Strategies with improved fidelity. Strategy's Expected Result/Impact: Indicators on the Emergent Tree Acknowledgement and Feedback Component will increase from 8% to 20%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: LTMS staff, with additional Professional Development, will implement Emergent Tree strategies of specific Corrective Feedback and Skill Building for students. Strategy's Expected Result/Impact: Implementing Emergent Tree Corrective Feedback strategies and Skill Building will lead to a decrease in ISS placement by 10%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: LTMS will increase the amount of opportunities LTMS families have to participate in school community events. Strategy's Expected Result/Impact: Implementation year data will show at least 50 unique families will engage with at least one school-wide event.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: LTMS will improve campus culture and climate by providing specific feedback to teachers on performance and opportunities for staff to grow professionally. Strategy's Expected Result/Impact: Baseline data will show that 20% of eligible teachers will meet the criteria for TIA designation for year one.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: LTMS will implement targeted campus-level interventions--including celebrations for growth, achievement, and hard work, targeted professional learning in lieu of faculty meetings, and specific support for all campus initiatives--to reduce teacher burnout and increase workplace support. Strategy's Expected Result/Impact: LTMS will achieve a staff retention rate of at least 85% (meeting the district-wide standard) and reduce voluntary staff turnover by at least 5% compared to the prior school year. Success will also be measured by a 10% increase in positive responses on the annual LTMS Staff Survey regarding "receiving the support and resources needed to grow" and "feeling valued as an employee". Staff Responsible for Monitoring: Campus Sunshine Team, Administration, Instructional Coach, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher performance on key readiness indicators, including:

- Early literacy (K-3 reading proficiency)
- Early numeracy (K-3 math proficiency)
- State assessment performance (meets or exceeds grade level)
- College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Target growth for all students through consistent use RBIS (Researched Based Instructional Practices) for Math, Reading and writing instruction. Strategy's Expected Result/Impact: Raise overall RLA Meets standard performance to 80% and Masters performance to 55%. Raise overall Mathematics Meets standard performance to 80% and Masters performance to 50%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Use PLCs as the process for reviewing data and using the data to adjust instruction for all students. Strategy's Expected Result/Impact: Raise the Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics from 61% to 70%. Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Team Leaders, and Department Chairs ESF Levers: Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Implement a campus-wide plan for student absences to include teacher check-ins, counselor support, and Principal Attendance plans. Strategy's Expected Result/Impact: Decrease chronic absenteeism from 7.2% to 6.5%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Implement the new math curriculum and curriculum documents with fidelity, including balancing the conceptual with the procedural. Strategy's Expected Result/Impact: Increase the Academic Growth Score for the "High Focus" group (EB, EcoDis, SpEd) from 58% to 68% in 2027.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Implementation of School Counseling Program School Counselors will provide four guidance lessons per grade level, focused on just in time needs, i.e. bullying, gossip, respect for school property, goal setting. Strategy's Expected Result/Impact: Next year's student survey results will show 63% of students will indicate "Strongly Agree" or "Agree" to the prompt: My school promotes a positive and respectful learning environment. Staff Responsible for Monitoring: School counselors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Violence prevention and intervention Enforce school-wide Standard Response Protocols (SRP), conduct mandatory safety drills, deliver Navigate 360 threat assessment training, and host anti-bullying educational workshops. Strategy's Expected Result/Impact: 100% compliance with safety drill timelines, and a 15% reduction in discipline referrals related to physical/verbal altercations.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: School Health Program The school will designate the cafeteria as a "tech-free cafeteria zone" and restrict computer usage at dining tables to promote sanitary habits and face-to-face peer socialization. Strategy's Expected Result/Impact: When asked on the annual student survey, "I have at least one friend at my school," 85% of students will indicate "Strongly Agree" or "Agree", up from 81.2%. Staff Responsible for Monitoring: APs, counselor, IC, and any additional cafeteria supervision	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Overall Attendance: A LTMS attendance committee will meet every 6 weeks to review attendance and implement progressive interventions accordingly. Strategy's Expected Result/Impact: Increase the overall ADA to 96%, an increase from 95.66% in the 25-26 school year. Staff Responsible for Monitoring: counselors, administrators, and the attendance clerk ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: LTMS will hold quarterly Saturday School for students to make-up hours of missed instruction according to attendance records. This will both deter unnecessary absences and allow for time to provide missed instruction. Strategy's Expected Result/Impact: Chronic absenteeism will drop from 7.2% (25-26) to 6.0%. Staff Responsible for Monitoring: Attendance Committee ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Host campus-wide club informational fairs, expand student elective opportunities, and utilize master schedule pathways to increase student engagement. Increase awareness of incoming 6th graders to the programs offered at the middle school level. School-wide digital "Connectedness Survey" administered in grow-time blocks. Strategy's Expected Result/Impact: Achieve 95% or higher student participation in campus activities. Staff Responsible for Monitoring: Principal, APs, Counselors, staff sponsors for student activities. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher CCMR attainment across all student groups.

Increase participation in advanced academics and CTE by 25% for all secondary students.

Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Implement a specific Go Time Class for GT students with strategic staffing. Provide specific math instruction and enrichment to focus on on-level students during Go Time. Strategy's Expected Result/Impact: 6th Grade Math STAAR (Masters Grade Level): Increase from 29% to 38% 7th Grade Math STAAR (Masters Grade Level): Increase from 8% to 20% 8th Grade Math STAAR (Masters Grade Level): Increase from 39% to 49% Staff Responsible for Monitoring: Ms. Chen (7th & 8th grade GT Go Time teacher), Ms. Tennison (Campus GT Teacher), Instructional Coach: Will Davis, Math Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Drive middle school Career and Technical Education (CTE) elective enrollment, aligning courses with high school graduation pathways and using interest diagnostics. Strategy's Expected Result/Impact: Increase participation of 7th & 8th graders in CTE classer from 92% to 94%. Staff Responsible for Monitoring: CTE staff, counselors ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Each administrator and Instructional Coach will conduct 6 weekly walk-throughs of classrooms with a focus on quality Tier 1 instruction, complete with specific feedback, to be input immediately into Eduphoria Strive. Strategy's Expected Result/Impact: 100% of T-TESS Summatives will show Proficient or higher in both Domain 2 & 3. Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: LTMS will increase fidelity of Tier 1 Emergent Tree strategies: Building Connections, Consistent Expectations (Safe, Respectful, Responsible), and 3:1 Positive to Corrective Feedback, and common redirection strategies (Speak and spin, redo's, providing proximity, restate expectations). Strategy's Expected Result/Impact: LTMS will decrease discipline referrals by 20%. Staff Responsible for Monitoring: Principals, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: The campus MTSS/Attendance Review Committee (comprising administrators, instructional coach, special education representatives, and teacher leaders) will meet to analyze diagnostic benchmarks and historical data. Every student identified as Tier 2 or Tier 3 will be mapped to a personalized academic or behavioral intervention plan. Academic interventions will align with designated support programs such as pre-teaching, reteach, or targeted department tutorials. Strategy's Expected Result/Impact: The High Focus group of students will improve from 70% At Approaches GL Standard or Above to 75% on all subjects. Staff Responsible for Monitoring: Campus administrators, including the MTSS Coord., teachers responsible for implementing appropriate intervention, and the Instructional Coach. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: The campus will implement: bell to bell instruction (aligned with the block structure), Go Time structure, AI plans complete with individual student goal setting and tracking, and preteach of upcoming skills including vocabulary, previous, vertical skills, and skills instruction and practice prior to the core lessons. Strategy's Expected Result/Impact: 20% of TIA Eligible Teachers will qualify for TIA with a designation of Acknowledged or higher. Staff Responsible for Monitoring: Administrators and Instructional Coach ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Train all teachers on how to systematically integrate and teach the "safe, respectful, and responsible" matrix within daily lesson routines. All classrooms should be equipped with and utilize standardized Core Value Visuals to establish consistent school-wide expectations. Classroom "Feedback Boards": Conduct hands-on workshops on how to implement classroom Feedback Boards. This will provide teachers with a practical tool to track, deliver, and celebrate positive behavioral acknowledgments, moving the campus toward the recommended 3:1 acknowledgment-to-correction ratio. The "RESPOND" Connection Routine: Train staff on how to implement a defined "RESPOND" greeting routine. This professional development will teach teachers how to assess students' emotional readiness to learn as they enter the classroom, helping them identify students who may need immediate support. Strategy's Expected Result/Impact: 100% of classrooms will have the campus's Core Values posted and referenced. Classroom audits will reveal 50% of classrooms will provide specific feedback to students in the areas of safe, respectful, & responsible. Staff Responsible for Monitoring: Campus administration, Instructional Coach, Emergent Tree reps. ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: LTMS will implement targeted daily attendance tracking, teacher-student mentorships, and grade-level monthly challenges to raise the overall campus student daily attendance rate to cross into the state's Quartile 1 threshold. Strategy's Expected Result/Impact: The daily attendance rate will increase from the 2026 baseline of 95.5% to at least 96.5%. Staff Responsible for Monitoring: Attendance committee, selected mentors for chronically absent students. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: LTMS will scale its twice-monthly "Math Jamboree" library tutorials. High-achieving math students--will be trained as peer tutors to work alongside teachers, providing relatable, student-to-student coaching for peers currently stuck in the "Approaches" or "Did Not Meet" categories. Strategy's Expected Result/Impact: LTMS will raise its Comparative Academic Growth Score from 78 to 85, placing it in competition for Q1. Staff Responsible for Monitoring: Administrators, Math department, Instructional Coach ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Lake Travis Independent School District

Serene Hills Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

The Serene Hills Elementary community commits to engaging every student in innovative, collaborative learning focused on growth and to igniting a passion for learning in which everyone is valued.

Vision

Serene Hills Elementary is committed to inspiring a love of learning while providing a safe and welcoming space to encourage all to take risks, build meaningful relationships, and embrace resiliency.

Value Statement

All students in our school will be treated with dignity and respect at all times.

All students deserve engaging and rigorous learning opportunities aligned to the appropriate curriculum, coursework, grade level, and education plan.

As a teacher, it is my responsibility to figure out how to reach each student.

Correcting student behavior is a teaching opportunity and not just a series of punishments and consequences.

As an employee, I am committed to being a team player in this school. I value collaboration, and I know that my contribution to the team is important.

Every student is somebody's "Gerber baby". I will communicate with family members and work with them, together helping every student achieve their potential.

It is everyone's job to make sure this building is a clean, safe learning environment for students.

All teachers (classroom and special education teachers) should collaborate to analyze data and decide on next steps to remediate or accelerate based on student needs. They are all "our kids," so I am committed to helping my team address the needs of students who might not even be on my roster.

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Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential. 10

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 19

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Serene Hills Elementary leadership teams will collectively develop, approve and monitor the budget for each department to ensure that 95% of the allocated funds are used appropriately to support student learning throughout the course of the school year. Strategy's Expected Result/Impact: By June 2027, at least 95% of allocated campus/department funds will be appropriately utilized and documented as aligned to an identified campus priority. At each formative review, 100% of major instructional expenditures will be traceable to a CIP strategy, and leadership will document any needed reallocation based on implementation or student-outcome data. Staff Responsible for Monitoring: Principal Assistant Principals Counselor Instructional Coach Campus Leadership Team Department/Grade-Level Budget Managers (as applicable) Campus Administrative Assistant/Bookkeeper (budget reconciliation and expenditure tracking)	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: To strengthen collaboration and stakeholder engagement, Serene Hills Elementary will implement a well-rounded communication strategy that delivers consistent, transparent, and timely updates to staff, families, and community members across multiple channels. Strategy's Expected Result/Impact: By June 2027, SHE will meet or exceed a campus-established communication satisfaction target based on the fall family/staff survey baseline, and at least 90% of scheduled campus wide communications on the communication calendar will be delivered on time. Staff Responsible for Monitoring: Principal Assistant Principals Counselor Campus Leadership Team Campus Website Manager Administrative Assistant PTO leadership	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Serene Hills Elementary will maintain a safe and secure learning environment by completing 100% of required safety drills, routine door and perimeter checks, emergency preparedness activities, and staff safety trainings in accordance with district and state requirements. Strategy's Expected Result/Impact: 100% of required safety drills, checks, and trainings will be completed within required timelines, and 100% of identified campus safety action items will be documented and corrected or escalated within district-established timelines. Staff Responsible for Monitoring: Principal Assistant Principals Campus Safety & Security Committee School Resource Officer All Staff	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: To guarantee uniform implementation of Tier I, Tier II, and Tier III behavior interventions in every classroom, Serene Hills Elementary will systematically implement the Emergent Tree discipline management model through continuous professional development, instructional coaching, and regular monitoring of progress. Strategy's Expected Result/Impact: By the first formative review, SHE will establish the 2025-26 office-referral and repeat-referral baselines. By June 2027, repeat office referrals will decrease by at least 10% from baseline, and walkthrough/behavior-team evidence will show at least 90% implementation of identified Tier I Emergent Tree practices. Staff Responsible for Monitoring: Principal Assistant Principals Counselor MTSS/Behavior Support Team Instructional Coach Classroom Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: To build stronger family partnerships, Serene Hills Elementary will implement a well-rounded family engagement strategy centered on meaningful two-way communication, volunteer involvement, family learning initiatives, and collaborative campus decision-making. Strategy's Expected Result/Impact: By June 2027, participation in identified family learning/engagement events will increase at least 10% over the fall-established baseline. 100% of students receiving intensive academic intervention will have documented family communication at least once per intervention Staff Responsible for Monitoring: Principal Assistant Principals Counselor Campus Leadership Team Teachers MTSS Coordinator Special Education Case Managers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: To guarantee the delivery of efficient, responsive, and high-quality services across campus, leadership at Serene Hills Elementary will build consistent operational structures by regularly reviewing performance metrics, supervising campus procedures, and conducting quarterly assessments of operational workflows. Strategy's Expected Result/Impact: 100% of quarterly operational review will formally log observations, required actions, designated owners, target deadlines, and resolution tracking. Furthermore, a minimum of 90% of identified action items will be successfully resolved prior to the subsequent review or rolled over with an explicit justification. Staff Responsible for Monitoring: Serene Hills Administration Team Teachers Support Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: To recruit and retain highly qualified, properly certified personnel, Serene Hills Elementary will utilize a collaborative hiring process involving teacher leaders, actively and expand partnerships through the intentional placement, mentorship, and recruitment of prospective educators. Strategy's Expected Result/Impact: 100% of campus vacancies will use the collaborative selection process. Serene Hills Elementary will secure and retain exceptional educators committed to the school's mission and core instructional goals. Involving teacher leaders in recruitment will refine decision-making and support shared leadership, while creating a reliable talent pipeline for the campus and district. Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leadership Team Grade-Level Team Leaders Mentor Teachers Human Resources Representative (as applicable)	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: By cultivating a supportive and collaborative professional atmosphere driven by continuous coaching, constructive feedback, structured mentorship, and tailored development for both incoming and veteran educators, Serene Hills Elementary aims to sustain high staff retention and increase overall job satisfaction. Strategy's Expected Result/Impact: Through consistent instructional feedback, ongoing coaching, and targeted professional development, both new and experienced staff members will feel fully supported. This intentional investment in teacher growth and well-being will foster higher staff engagement, elevate job satisfaction, and boost retention while cultivating a stable, high-performing team that drives continuous student achievement. SHE will meet or exceed 90% staff retention and 100% of new to campus teachers will be assigned a mentor/support structure. Staff survey measures related to support and feedback will improve from the fall-established baseline by June 2027. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Teacher Leadership Team Mentor Teachers Counselor Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

- Achieve 90% or higher performance on key readiness indicators, including:
 - Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Serene Hills Elementary teachers will implement the district-adopted English Language Arts and Reading (ELAR) and curriculum with fidelity by utilizing approved instructional resources, delivering high-quality Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: By spring 2027, the overall campus RLA Meets performance will increase from 78% to at least 85%, with progress toward Masters monitored during each of the three annual formative review. SHE will increase Grade 3-5 Reading Masters performance from 46% to at least 55%. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Interventionists Classroom Teachers PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Serene Hills Elementary teachers will implement the district-adopted mathematics curriculum with fidelity by utilizing approved instructional resources, delivering rigorous Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: By spring 2027, the overall campus Math Meets performance will increase from 74% to at least 80%, with progress toward Masters monitored during each of the three annual formative review. SHE will increase Grade 3-5 Math Masters performance from 41% to at least 50%. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Classroom Teachers Interventionists PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: To increase the proportion of students attaining Meets and Masters Grade Level standards on STAAR Reading and Mathematics, Serene Hills Elementary will leverage data-informed PLCs, instructional coaching, enrichment programs, and differentiated Tier I classroom instruction. Strategy's Expected Result/Impact: All-subject Meets will increase from 75% to at least 80% and Masters from 43% to at least 50%. Science Meets will increase from 68% to at least 75%. After each district assessment, PLCs will identify and monitor students within one performance band of Meets or Masters. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Classroom Teachers PLC Teams Interventionists	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: To enhance academic performance for students receiving special education services, Serene Hills Elementary will refine instructional practices through joint general and special education planning, high-quality accommodations, specially designed instruction, special education PLCs, and continuous progress monitoring. Strategy's Expected Result/Impact: Meet or exceed 2027 Special Education targets: RLA Meets $\geq 60\%$, RLA Masters $\geq 25\%$ mathematics Meets $\geq 75\%$, mathematics Masters $\geq 17\%$. Campus stretch goal: all-subject Meets increases from 45% to at least 55%. Staff Responsible for Monitoring: Principal Assistant Principals Special Education Team Instructional Coach Classroom Teachers ARD Facilitators Interventionists	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: To boost achievement for Emergent Bilingual students, Serene Hills Elementary will deliver high-quality language acquisition practices by strengthening vocabulary instruction, academic language development, and team planning. Strategy's Expected Result/Impact: Meet or exceed 2027 Emergent Bilingual targets: RLA Meets $\geq 75\%$, RLA Masters $\geq 45\%$ mathematics Meets $\geq 80\%$, mathematics Masters $\geq 40\%$. Campus stretch goal: all-subject Meets increases from 63% to at least 75%. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Interventionists Classroom Teachers PLC Teams	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Serene Hills Elementary will utilize MTSS processes, targeted intervention, extended learning opportunities, and data-driven instructional planning to ensure economically disadvantaged students receive timely academic support and equitable access to high-quality instruction. Strategy's Expected Result/Impact: Meet or exceed 2027 Economically Disadvantaged targets: RLA Meets $\geq 75\%$, RLA Masters $\geq 45\%$ mathematics Meets $\geq 65\%$, mathematics Masters $\geq 35\%$. Campus stretch goal: all-subject Meets increases from 57% to at least 70%. Staff Responsible for Monitoring: Principal Assistant Principals Counselor Instructional Coach Interventionists Classroom Teachers MTSS Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.
 - Reduce chronic absenteeism by 50% from baseline across all student groups.
 - Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.
 - Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: To advance students' academic, social, emotional, and behavioral growth, Serene Hills Elementary will implement a well-rounded counseling initiative patterned after the Texas Model for Comprehensive School Counseling, delivering classroom guidance, individual and small-group support, responsive interventions, and school-wide social-emotional learning opportunities. Strategy's Expected Result/Impact: Achieve 100% implementation of all scheduled counseling components. Increase student agreement on the School Belonging and Connectedness survey from a baseline of 77% to 85%, meeting or exceeding the 2027 target. Staff Responsible for Monitoring: Principal Assistant Principals School Counselor Classroom Teachers Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Serene Hills Elementary will implement proactive violence prevention and intervention practices by providing student and staff training on conflict resolution, bullying prevention, digital citizenship, threat reporting procedures, and restorative practices while utilizing district safety protocols and Emergent Tree intervention systems to address student behavioral concerns. Strategy's Expected Result/Impact: 100% completion of required prevention activities and documented response to reported concerns according to district procedures. Staff Responsible for Monitoring: Principal Assistant Principals School Counselor Campus Behavior Team School Resource Officer (as applicable) All Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Serene Hills Elementary will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: 100% of required school health activities are implemented; the campus identifies and addresses recurring health-related barriers affecting attendance or participation. Staff Responsible for Monitoring: Principal Assistant Principals School Nurse School Counselor PE Teachers Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Promote regular school attendance at Serene Hills Elementary by establishing a comprehensive monitoring framework focused on early concern identification, active family communication, student recognition initiatives, and targeted support interventions. Strategy's Expected Result/Impact: Increase student attendance rate to a minimum of 96.5% by the end of the school year, up from the baseline of 95.6%. Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerk/Registrar School Counselor Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Serene Hills Elementary will reduce chronic absenteeism through the implementation of targeted MTSS attendance interventions, individualized attendance improvement plans, family outreach, and collaboration with campus and district support services for students identified as chronically absent. Strategy's Expected Result/Impact: Lower the rate of chronic student absenteeism to 5%, down from the 2025-2026 rate of 7.3%. Staff Responsible for Monitoring: Principal Assistant Principals School Counselor Attendance Clerk/Registrar MTSS Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Serene Hills Elementary will increase student engagement and connectedness by expanding opportunities for participation in extracurricular activities, including Destination Imagination, student leadership organizations, fine arts, academic clubs, wellness activities, and other campus-sponsored enrichment programs while ensuring equitable access for all students. Strategy's Expected Result/Impact: The campus will determine a baseline for participation and expand it by 10% by June 2027. Additionally, it will elevate student-reported feelings of belonging and connectedness on the survey from 77% to 85%, achieving or surpassing the target for 2027. Staff Responsible for Monitoring: Principal Assistant Principals Counselor Club Sponsors Fine Arts Teachers PE Teachers Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews
Strategy 1: Serene Hills Elementary will foster college and career awareness by implementing a comprehensive career exploration program that includes an annual campus-wide Career Fair, classroom career awareness activities aligned with the Texas Essential Knowledge and Skills (TEKS), community partnerships, and opportunities for students to explore a variety of career pathways and postsecondary options. Strategy's Expected Result/Impact: Every grade level will implement a minimum of one documented experience focused on future readiness. By June 2027, student reflection and survey data will indicate a 10% increase in awareness regarding future educational and career pathways relative to the baseline. Staff Responsible for Monitoring: Principal Assistant Principals School Counselor Parent Liaison Classroom Teachers Community Volunteers Campus Leadership Team	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Serene Hills Elementary will provide advanced learning opportunities by implementing the fifth-grade Advanced Mathematics program with fidelity, utilizing district curriculum and approved instructional resources to prepare students for advanced middle school mathematics pathways while monitoring student progress and providing differentiated instructional support. Strategy's Expected Result/Impact: To ensure students enrolled in the Advanced Mathematics program gain strong mastery of both grade-level and advanced mathematical principles student performance will increase in Grade 5 STAAR Mathematics Masters performance from 50% in 2025-2026 to a minimum of 65% by June 2027. Staff Responsible for Monitoring: Principal Assistant Principals Fifth Grade Teachers GT Coordinator Instructional Coach PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.
 - Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews
Strategy 1: Campus leaders at Serene Hills Elementary will execute the Texas Instructional Leadership (TIL) framework through routine classroom visits to assess fidelity to the district's viable curriculum, approved instructional materials, and high-leverage teaching methods. Leaders will deliver actionable, timely, and specific feedback, partner with teachers to establish personalized action plans after debriefs, and track progress toward target outcomes. Furthermore, the leadership team will evaluate observation patterns across grade levels to determine school-wide strengths and focus areas, leveraging these insights to create and provide targeted professional learning that enhances rigor and instructional alignment across all content areas. Strategy's Expected Result/Impact: 100% of teachers will obtain routine, actionable feedback, and walk-through trends demonstrate growing consistency in utilizing targeted, high-leverage instructional methods. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Campus leadership at Serene Hills Elementary will provide continuous instructional coaching and structured follow-up support. Teachers will participate in three reflective coaching cycles annually, focus on targeted instructional goal-setting, examine student performance metrics, and engage in differentiated professional development designed to enhance curriculum implementation and raise student outcomes. Strategy's Expected Result/Impact: Achieving 100% classroom implementation fidelity of Tier I, II, and III behavioral protocols under the Emergent Tree framework will establish consistent, proactive support across all grade levels. This will lead to an 80% rate of delivered skills lessons associated with Office Discipline Referrals (ODRs) and a 15% reduction in total ODRs relative to the 2025-2026 baseline. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Grade-Level Team Leaders Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Through continuous professional development, coaching, and uniform Tier I, II, and III interventions, Serene Hills Elementary will implement the Emergent Tree behavioral framework with fidelity. Additionally, a campus Behavior Team will collaborate each quarter to review behavioral data, assess implementation progress, and design targeted support measures that reinforce positive behavior and safeguard instructional time. Strategy's Expected Result/Impact: Achieving 100% classroom implementation fidelity of Tier I, II, and III behavioral protocols under the Emergent Tree framework will establish consistent, proactive support across all grade levels. This will lead to an 80% rate of delivered skills lessons associated with Office Discipline Referrals (ODRs) and a 15% reduction in total ODRs relative to the 2025-2026 baseline. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Campus Behavior Team Instructional Coach Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Through quarterly PLC data meetings structured around the Texas Instructional Leadership (TIL) Data-Driven Instruction framework, Serene Hills Elementary leadership will guide teachers in evaluating LTC student performance trends, examining exemplar student work, and building as well as tracking high-leverage action plans to ensure impactful re-teaching. Strategy's Expected Result/Impact: Sustain or surpass an overall campus Academic Growth score of 92 while driving higher student achievement, specifically raising total growth for Economically Disadvantaged students from 75% to 82%. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach PLC Facilitators Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: To enhance teaching effectiveness and elevate student achievement, campus leadership at Serene Hills Elementary will systematically monitor the development and impact of PLC instructional action plans. This will be accomplished through continuous classroom walk-throughs, evaluations of student performance, and joint progress-tracking sessions. Leaders will analyze implementation metrics alongside student learning data to deliver tailored coaching, refine instructional supports, and design targeted professional learning opportunities. Strategy's Expected Result/Impact: To ensure high-quality instruction across grades K-5, instructional action plans will be utilized by 100% of grade-level Professional Learning Community (PLC) teams. Following each district assessment cycle, 100% of teams will continually adjust these plans using real-time data on student understanding and individual standards mastery progress. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Intervention Team PLC Facilitators Classroom Teachers Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Serene Hills Elementary will support eligible teachers in earning a Teacher Incentive Allotment (TIA) designation by providing ongoing professional learning, individualized coaching, goal setting, and timely feedback aligned to the district's TIA system and Texas Teacher Evaluation and Support System (T-TESS). Campus leadership will utilize observation data, student growth measures, and coaching cycles to support teachers in meeting designation criteria while strengthening instructional effectiveness Strategy's Expected Result/Impact: Through targeted coaching, goal setting, and aligned T-TESS support, 100% of eligible educators will participate in aligned professional coaching cycles to continuously refine their instructional practices and meet TIA designation criteria. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Serene Hills Elementary will hold three monthly professional learning sessions for all grade-level teachers outside of scheduled PLCs. This allows PLC time to be dedicated to monitoring student data, planning differentiated lessons and flexible small groups, writing common assessments, and holding MTSS meetings. Strategy's Expected Result/Impact: Evidence from PLC activities and classroom walkthroughs will demonstrate at least 90% fidelity in target instructional practices, accompanied by measurable growth on common and interim assessment metrics. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Teachers Counselor Support Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews
Strategy 1: Serene Hills Elementary teachers will identify students performing near the Meets and Masters Grade Level standards after each district assessment cycle and implement targeted intervention and enrichment plans to increase the number of students achieving higher levels of academic performance on STAAR. Students will engage in hands-on, experiential learning (Science labs, GT courses, multi-sensory academic vocabulary development, differentiated Power Hour activities) resulting in deeper understanding of content and increase in academic performance. Strategy's Expected Result/Impact: Move at least one eligible distinction indicator into Q1 comparison-group performance or to the published Q1 threshold where available. Specific reference points include Grade 3 Math Masters 37% toward 45%, Grade 4 Math Masters 34% toward 55% Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach PLC Teams Classroom Teachers	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Serene Hills Elementary teachers will utilize district assessment data, classroom formative assessments, mClass assessments,, and IXL data to identify the academic needs of economically disadvantaged students and implement differentiated instruction, targeted intervention, and progress monitoring through the PLC process. Instructional action plans will be reviewed after each assessment cycle to evaluate student growth, adjust interventions, and ensure equitable access to grade-level learning. Strategy's Expected Result/Impact: Increase STAAR Relative Performance from 2025-2026 baseline of 75 to 83 by June 2027. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach PLC Facilitators MTSS Team Interventionists Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

West Cypress Hills Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

From Growth to Greatness

Driven By Pride.

Strengthened by Resilience.

Led by Heart.

Vision

At West Cypress Hills Elementary, our vision is to nurture every learner's potential by cultivating a culture of continuous growth, high expectations, and meaningful connections. We are committed to empowering students to grow academically, socially, and emotionally, moving each day from growth to greatness. Through engaging instruction, purposeful collaboration, and heart-led leadership, we guide our Tigers to take pride in their progress, build resilience through challenges, and lead with compassion and courage.

Value Statement

West Cypress Hills Elementary – Core Values

1. **Pride** – We take pride in our school, our learning, and each other.
2. **Resilience** – We face challenges with courage, persistence, and a growth mindset.
3. **Heart** – We lead with kindness, empathy, and integrity in all we do.
4. **Connection** – We believe that strong relationships build a thriving community.
5. **Excellence** – We hold high expectations for ourselves and our students, striving for continuous growth.
6. **Collaboration** – We work together—staff, students, and families—to achieve greatness as one Tiger community.

Our Core Values define who we are as a community and guide every action we take. They shape how we teach, learn, and lead as we move from Growth to Greatness—Driven by Pride, Strengthened by Resilience, and Led by Heart.

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 15

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary will collaborate directly with campus grade-level team leaders through structured budget planning meetings to review, align, and approve team expenditures, ensuring all campus resource allocations directly support high-impact instructional strategies, curriculum materials, and student achievement goals. Strategy's Expected Result/Impact: By June 2027, at least 90% of allocated campus department and grade-level budget funds will be expended directly on resources that impact instruction.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary will streamline communication across campus-wide and classroom platforms to deliver consistent weekly academic updates, share actionable learning strategies, and provide accessible, two-way channels for ongoing family feedback and outreach. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will achieve 100% staff maintenance of a weekly publication rate for classroom updates, share a principal newsletter 90% of the year, and increase the school Instagram following by 100%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary will implement a proactive, campus-wide safety framework that reinforces physical security protocols through exterior door checks, execution of all district-required emergency drills, and mandatory safety and security training for all campus staff led by Lake Travis ISD safety officers. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will achieve 100% compliance on weekly exterior door audits, complete 100% of scheduled emergency safety drills, and ensure 100% of campus staff complete annual district-led safety training.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: West Cypress Hills Elementary will implement Tiers 1-3 of the Emergent Tree Multi-Tiered System of Supports (MTSS) behavior framework with fidelity campuswide by establishing clear schoolwide behavioral expectations, delivering targeted small-group interventions, and providing individualized behavioral support plans. Strategy's Expected Result/Impact: By June 2027, total campus discipline referrals will decrease by 15% compared to the previous school year's baseline data.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: West Cypress Hills Elementary will cultivate strong home-school partnerships by establishing a multi-tiered family engagement framework that increases attendance at academic showcases, expands two-way communication channels, and utilizes student-led learning opportunities to build parent capacity in supporting K-5 learning outcomes. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase overall family participation in campus-wide academic events to 80% and achieve an 85% positive rating on the end-of-year campus climate and family feedback survey.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary will implement a structured, collaborative interview process comprising campus administration and grade-level teachers that exclusively screens and interviews state-certified candidates to evaluate both pedagogical expertise and cultural fit. Strategy's Expected Result/Impact: By August 2026, 100% of open campus instructional vacancies will be filled with fully state-certified staff through the collaborative interview process.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary will pair all first- and second-year teachers with trained campus mentors and embed structured, collaborative Professional Learning Communities (PLCs) across all grade levels to foster continuous professional growth, collective efficacy, and a supportive workplace culture. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will retain at least 85% of high-quality instructional staff.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher performance on key readiness indicators, including:

- Early literacy (K-3 reading proficiency)
- Early numeracy (K-3 math proficiency)
- State assessment performance (meets or exceeds grade level)
- College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary teachers will implement the Lake Travis ISD RLA Curriculum with fidelity by utilizing the district-adopted HMH Into Reading core instructional materials. Staff will deliver high-quality, explicit Tier I instruction, conduct ongoing formative assessment to closely monitor student progress, and utilize collaborative PLC processes to design targeted intervention and enrichment. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the percentage of All Students scoring at or above the Meets Grade Level standard on the STAAR Reading/Language Arts (RLA) assessment from 68% to 75% on the 2027 administration. This addresses the HB3 Reading requirement.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary teachers will implement the Lake Travis ISD Math Curriculum with fidelity by utilizing the district-adopted Amplify core instructional materials. Staff will deliver high-quality, explicit Tier I instruction, conduct ongoing formative assessment to closely monitor student progress, and utilize collaborative PLC processes to design targeted intervention and enrichment. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the percentage of All Students scoring at or above the Meets Grade Level standard on the STAAR Mathematics assessment from 64% to 72% on the 2027 administration. This addresses the HB3 Math requirement.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: West Cypress Hills Elementary 4th grade RLA teachers will use Tiger Time to implement data-driven Flexible Grouping specifically designed to push high-achieving students performing at Meets to Masters. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the percentage of Grade 4 students achieving the Masters Grade Level standard on the RLA STAAR assessment from 33% to 50%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: West Cypress Hills Elementary resource teachers and Special Education service providers will implement the new Lake Travis ISD Mathematics Curriculum Framework alongside the differentiation tools in Amplify to provide explicit, scaffolded instruction that bridges foundational gaps while maintaining access to grade-level TEKS content. Special Education and general education math teams will collaborate weekly during PLCs to analyze progress-monitoring data, adjust individualized accommodations, and fluidly assign targeted skill interventions to push Special Education students toward proficiency. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the percentage of Special Education (Current) students scoring at or above the Meets Grade Level standard on the STAAR Mathematics assessment from 25% to 40%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: West Cypress Hills Elementary teachers will utilize the Lake Travis ISD Curriculum alongside ELPS strategies to design targeted classroom interventions. During PLC data sessions, teams will evaluate student work samples to identify language-versus-content barriers, implement visual and contextual supports, and structure fluid Tier 2 small-group instruction to support EB learners during intervention blocks. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the Emergent Bilingual (Current) Mathematics Academic Growth Score from 62% to 72% on the 2027 administration.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: West Cypress Hills Elementary teachers will analyze interim and formative reading assessments during PLCs to track growth metrics specifically for Eco Dis students. Teams will design targeted Tier 2 small-group interventions during designated intervention blocks, focusing on background knowledge activation, academic vocabulary development, and explicit comprehension strategies Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase the Economically Disadvantaged RLA Academic Growth Score from 57% to 68% on the STAAR assessment.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary guidance counselor will establish a structured monthly rotation schedule across all grade levels to ensure each class receives six guidance sessions and an individual guidance meeting with 5th graders to include parents/guardians. Each lesson will seamlessly blend campus-wide character traits with state mandated topics. The counselor will coordinate directly with classroom teachers to embed these traits into classroom SEL time. Strategy's Expected Result/Impact: By June 2027, the West Cypress Hills Elementary guidance counselor will have met with all classrooms, K - 5th, 6 times to review character traits and state mandated topics.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Students entering Tier 2 for Multi-Tiered System of Supports (MTSS) behavior will meet weekly with the West Cypress Hills Elementary Guidance Counselor to engage in targeted, small-group lessons focused on schoolwide behavioral expectations, self-regulation, and positive decision-making. Strategy's Expected Result/Impact: By June 2027, 100% of Tier 2 MTSS behavior students at West Cypress Hills Elementary will participate in weekly, counselor-led behavioral intervention sessions to reinforce schoolwide expectations and self-regulation skills.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: West Cypress Hills Elementary will promote weekly structured physical activity and conduct annual FitnessGram testing (grades 3-5) to encourage healthy lifestyle habits, prevent chronic health issues, and boost academic readiness. Strategy's Expected Result/Impact: By June 2027, 100% of eligible 3rd-5th grade students will complete the annual FitnessGram assessment	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: West Cypress Hills Elementary will improve overall student attendance by implementing a comprehensive attendance monitoring system that includes early identification of attendance concerns, family communication, recognition programs, and coordinated interventions to support regular school attendance. Strategy's Expected Result/Impact: By June 2027, the campus attendance rate will demonstrate a measurable increase from 95.2% to 96.0%.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: West Cypress Hills Elementary will establish a campus-based Destination Imagination (DI) program by recruiting parent and staff volunteer team managers, promoting STEAM-based extra-curricular opportunities to all grade levels, and forming a student team to participate in Destination Imagination challenges. Strategy's Expected Result/Impact: By Spring 2027, West Cypress Hills Elementary will launch the Destination Imagination program with at least 1 active student team fully registered and competing in the Capital Region Destination Imagination Tournament.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary will expand early college- and career-readiness pathways by implementing 5th Grade Advanced Mathematics across three dedicated instructional sections, strategically placing students scoring in the top 40% on the 4th Grade Math STAAR to accelerate problem-solving skills and build a strong foundation for advanced middle school mathematics pathways. Strategy's Expected Result/Impact: By June 2027, 100% of students enrolled in 5th Grade Advanced Math will demonstrate academic growth on district progress monitoring benchmarks, with at least 90% achieving the "Meets Grade Level" or "Masters Grade Level" standard on the 5th Grade Math STAAR assessment.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary will establish a systematic administrative walkthrough cycle requiring campus administrators to conduct a minimum of three informal classroom walkthroughs per teacher annually, delivering timely, actionable feedback aligned to T-TESS dimensions to support continuous instructional growth and reflective teaching practices. Strategy's Expected Result/Impact: By June 2027, 100% of campus instructional staff will receive at least 3 documented walkthroughs with coaching feedback, with at least 85% of teachers demonstrating measurable growth on targeted T-TESS instructional dimensions (Domain 2: Instruction) between their initial walkthrough baseline and end-of-year appraisal summary.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary will provide quarterly direct instruction to all students four times per school year via dedicated campuswide lessons and assemblies--to teach, reinforce, and model schoolwide behavioral systems, positive discipline expectations, and core campus values across all learning environments. Strategy's Expected Result/Impact: By June 2027, total campus discipline referrals will decrease by 15% compared to the previous school year's baseline.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary teachers will use LTISD Curriculum documents and HMH Into Reading and Amplify Desmos for instruction. Grade-level PLCs will meet bi-weekly to analyze growth data in order to design Tier 2 accelerated learning plans during intervention blocks to move students up at least one STAAR performance tier. Strategy's Expected Result/Impact: By June 2027, West Cypress Hills Elementary will increase its overall Academic Growth Score on the STAAR assessment from 77% to 85%, raising the domain scaled score from a B to an A.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary will provide targeted instructional coaching, data-tracking systems, and ongoing professional development throughout the Teacher Incentive Allotment (TIA) data collection year to support participating teachers in aligning classroom instruction, student growth measures, and T-TESS appraisal performance with TIA rubric standards Strategy's Expected Result/Impact: By June 2027, at least 40% of eligible campus instructional staff will achieve a TIA designation level.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: West Cypress Hills Elementary will optimize campus Professional Learning Community (PLC) meetings to drive job-embedded teacher growth by engaging grade-level teams in designing flexible student grouping models, developing targeted academic intervention plans, and conducting guided peer walkthroughs with structured reflection and debrief sessions. Strategy's Expected Result/Impact: By August 2027, West Cypress Hills Elementary will earn at least one TEA Distinction Designation (from 0 of 7 earned in 2026).	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: West Cypress Hills Elementary teachers will utilize dynamic Flexible Grouping during daily "Tiger Time" intervention and enrichment blocks to target student growth across RLA, Math, and Science to improve overall ratings. Strategy's Expected Result/Impact: By August 2027, West Cypress Hills Elementary will earn at least one TEA Distinction Designation (from 0 of 7 earned in 2026).	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: West Cypress Hills Elementary will enforce data-driven, mandatory flexible student grouping during designated "Tiger Time" intervention and enrichment block. Teachers will deliver targeted tier-level remediation and structured high-level extension activities specifically focused on challenging high-performing students to achieve the "Masters Grade Level" standard on STAAR. Strategy's Expected Result/Impact: By June 2027, the overall campus STAAR performance will reflect a higher proportion of students attaining the "Masters Grade Level" standard, resulting in an improvement of one full letter grade in the state's School Progress: Relative Performance domain. This will move the campus score from a D to a C.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Rough Hollow Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

Our mission at Rough Hollow Elementary is to LEAD every day by providing meaningful learning experiences, empowering students through enrichment and support, celebrating achievements, and nurturing dreams. Together with our families and our community, we create a safe, inclusive, and inspiring school where all students thrive.

Vision

At Rough Hollow Elementary, we see a future where every student leads with kindness, feels empowerment to achieve their dreams and confidently embraces challenges to become caring leaders in a diverse and respectful community.

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 17

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary leadership teams will collectively develop, approve, and monitor the budget for each department to ensure that 95% of the allocated funds are used appropriately to support student learning throughout the course of the school year. Strategy's Expected Result/Impact: Rough Hollow Elementary will use available financial resources through collaborative budget planning, ongoing expenditure monitoring, and strategic allocation of funds aligned to campus improvement priorities. At least 95% of department budgets will be utilized appropriately to support high-quality instruction, student interventions, professional learning, and campus operations. Regular budget reviews will promote fiscal responsibility, transparency, and timely adjustments to ensure resources directly support student learning and campus goals. Staff Responsible for Monitoring: Rough Hollow Admin Team Admin. Associate Team Leaders	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will implement a communication plan that provides timely, consistent, and transparent communication with staff, families, and the community through multiple platforms to strengthen collaboration and stakeholder engagement. Strategy's Expected Result/Impact: Staff and families will receive consistent, accurate, and timely information regarding campus initiatives, student learning, and events. Increased stakeholder engagement and positive feedback on communication will strengthen school-home partnerships and support student success. Rough Hollow families will have access to a weekly newsletter from the principal, RHE social media accounts, and staff will receive a weekly newsletter from the principal. Families will receive team newsletters, emails from the staff members, and some social media. Staff Responsible for Monitoring: Rough Hollow Administrators Rough Hollow Teachers and Staff Rough Hollow PTO members	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will maintain a safe and secure learning environment by completing 100% of required safety drills, routine door and perimeter checks, emergency preparedness activities, and staff safety training in accordance with district and state requirements. Strategy's Expected Result/Impact: 100% required safety drills and compliance measures will be completed on schedule, ensuring staff and students are prepared to respond effectively during emergencies while maintaining a safe, secure, and orderly learning environment. Staff Responsible for Monitoring: Principal Assistant Principals School Resource Officer All Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Rough Hollow Elementary will implement the Emergent Tree discipline management framework with fidelity by providing ongoing staff training, coaching, and progress monitoring to ensure consistent implementation of Tier I, Tier II, and Tier III behavioral supports across all classrooms. Strategy's Expected Result/Impact: Staff will consistently implement proactive behavior supports and intervention processes, resulting in improved classroom management, increased instructional time, reduced office discipline referrals, and equitable behavioral support for all students. Referrals will be reduced by 15% from the previous school year. Staff Responsible for Monitoring: Principal Assistant Principals Counselor Instructional Coach Classroom Teachers MTSS Teams	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Rough Hollow Elementary leadership will establish consistent operational systems by monitoring campus procedures, reviewing performance data, and conducting quarterly evaluations of operational processes to ensure efficient, responsive, and high-quality campus services. Strategy's Expected Result/Impact: Leadership teams will use operational data to make informed decisions that maximize instructional time, improve customer service, and support a positive learning environment. RHE will host monthly team leader meetings as well as CAT meetings to review. We will expect to see a 90% or higher score on the climate survey in the areas of stakeholder satisfaction. Staff Responsible for Monitoring: RHE Administrators CAT Members Team Leaders	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will recruit and hire highly qualified, appropriately certified staff by implementing a collaborative hiring process that includes teacher leaders, actively recruiting diverse candidates, and strengthening partnerships through the placement, mentoring, and recruitment of student teachers and future educators. Strategy's Expected Result/Impact: The campus will attract and retain highly qualified educators who align with the mission and instructional priorities of Lake Travis ISD . Teacher leader participation in the hiring process will strengthen shared leadership and hiring decisions, while partnerships with educator preparation programs and the successful placement of student teachers will establish a sustainable pipeline of future educators for the campus and district. Rough Hollow staff will have a 100% certification rate for all teachers. Staff Responsible for Monitoring: RHE Administrators Team Leaders Human Resources Local Universities	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will retain high-quality staff by fostering a positive and collaborative professional culture through ongoing coaching, timely feedback, mentoring, and differentiated support for both new and experienced educators to promote continuous growth and professional satisfaction. Strategy's Expected Result/Impact: New and veteran staff members will feel supported through regular instructional feedback, coaching, and meaningful professional learning opportunities. Increased staff engagement, job satisfaction, and professional growth will support high retention rates, greater teacher effectiveness, and a stable, high-performing workforce that positively impacts student achievement. Rough Hollow will retain 90% of its instructional staff. Staff Responsible for Monitoring: RHE Administrators Team Leaders	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher performance on key readiness indicators, including:

- Early literacy (K-3 reading proficiency)
- Early numeracy (K-3 math proficiency)
- State assessment performance (meets or exceeds grade level)
- College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will provide targeted intervention and academic support through small-group instruction in Reading and Math, using evidence-based curriculum resources. We will use data-driven instructional planning sessions bi-monthly during PLCs for all grade levels to monitor student data and plan intervention and enrichment. Strategy's Expected Result/Impact: We will maintain an A rating for accountability and increase our relative performance to 85% or higher. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will leverage data-informed PLCs, instructional coaching, enrichment programs, and differentiated Tier I classroom instruction to increase the proportion of students attaining Meets and Masters Grade Level standards on STAAR Reading and Mathematics. Strategy's Expected Result/Impact: All subject areas will increase their Master's percentages by 10%. After each district assessment, staff will meet in PLC's to monitor student data and create a response plan. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Rough Hollow Elementary will deliver high-quality language acquisition practices by strengthening vocabulary instruction to boost achievement for Emergent Bilingual students. Strategy's Expected Result/Impact: Targeted vocabulary instruction across all subject areas will increase our closing the gaps score from 92% to 95%. Teachers will incorporate vocabulary into daily lesson plans by including it in subject-area notebooks and/or classroom visuals. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Rough Hollow Elementary will utilize monthly MTSS processes campus-wide to ensure economically disadvantaged students receive academic support, intervention, or enrichment opportunities through data-driven instructional planning. Strategy's Expected Result/Impact: Increase our Master's score in all tested subject areas by 10%. Staff will progress monitor all students to ensure students are on track to make one year (plus) growth. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Rough Hollow Elementary teachers will implement the district-adopted English Language Arts and Reading (ELAR) curriculum with fidelity by utilizing approved instructional resources, delivering high-quality Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: By spring 2027, campus RLA Master's performance will increase to at least 60% in all three tested grade levels. Grade 3 reading outcomes will be monitored as the campus HB3 reading measure. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Rough Hollow Elementary teachers will implement the district-adopted Math curriculum with fidelity by utilizing approved instructional resources, delivering high-quality Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes Strategy's Expected Result/Impact: By spring 2027, campus RLA Master's performance will increase to at least 60% in all three tested grade levels. Grade 3 reading outcomes will be monitored as the campus HB3 reading measure. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will implement proactive conflict resolution and intervention practices by providing student and staff training on classroom discipline plans, bullying prevention, digital citizenship, threat reporting procedures, and restorative practices while utilizing district safety protocols and Emergent Tree intervention systems to address student behavioral concerns. Strategy's Expected Result/Impact: Students and staff will demonstrate increased awareness of conflict resolution strategies and reporting procedures, contributing to a safe and supportive learning environment. Student survey results related to school safety and belonging will improve by 10%, while incidents involving bullying, harassment, and aggressive behaviors will decrease by 25%. Staff Responsible for Monitoring: RHE Administrators RHE Counselor All Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will implement a comprehensive school counseling program aligned with the Texas Model for Comprehensive School Counseling by providing classroom guidance lessons, individual and small-group counseling, responsive services, and campus-wide social-emotional learning opportunities that support students' academic, social, emotional, and behavioral success. Strategy's Expected Result/Impact: 100% implementation of planned counseling components; campus survey data showing students feel a sense of belonging at Rough Hollow Elementary will increase to 90%. Staff Responsible for Monitoring: Rough Hollow Administrators Counselor Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Rough Hollow Elementary will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: 100% of required school health activities are implemented; the campus identifies and addresses recurring health-related barriers affecting attendance or participation. Staff Responsible for Monitoring: Rough Hollow Administrators School Nurse Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Rough Hollow Elementary will improve overall student attendance by implementing a comprehensive attendance monitoring system that includes early identification of attendance concerns, family communication, recognition programs, and coordinated interventions to support regular school attendance. Strategy's Expected Result/Impact: Rough Hollow will increase the overall school attendance rate to 96% by the end of the school year. Staff Responsible for Monitoring: Rough Hollow Administrators Teachers School Counselor Registrar	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Rough Hollow Elementary will increase student engagement and connectedness by expanding opportunities to participate in extracurricular activities, including Destination Imagination, student leadership organizations, fine arts, academic clubs, wellness activities, the Rattler Innovation Station, and other campus-sponsored enrichment programs, while ensuring equitable access for all students throughout the school day. Strategy's Expected Result/Impact: Students will report on the campus surveys that they feel a sense of belonging at Rough Hollow Elementary School to 90%. Staff Responsible for Monitoring: Rough Hollow Specialists Team Discovery Teacher General Education Paraprofessionals Rough Hollow Administrators Librarian School Counselor	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Rough Hollow Elementary will reduce chronic absenteeism by implementing targeted MTSS attendance interventions, individualized attendance improvement plans, family outreach, and collaboration with campus and district support services for students identified as chronically absent. Strategy's Expected Result/Impact: Rough Hollow will increase the overall school attendance rate to 96% by the end of the school year. Staff Responsible for Monitoring: Rough Hollow Administrators Teachers School Counselor Registrar	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will foster college and career awareness by implementing a comprehensive career exploration program that includes an annual campus-wide Career Fair, classroom career awareness activities aligned with the Texas Essential Knowledge and Skills (TEKS), and community partnerships, including a partnership with LTHS CTE students. Strategy's Expected Result/Impact: 100% of Rough Hollow Elementary students will participate in at least one future-readiness experience. Staff Responsible for Monitoring: Rough Hollow Administrators School Counselor Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary campus leaders will implement ongoing instructional coaching and follow-up support by engaging teachers in reflective coaching conversations, monitoring progress toward instructional goals, analyzing student achievement data, and differentiating professional learning to strengthen implementation of the district curriculum and improve student outcomes. Strategy's Expected Result/Impact: 100% of the Rough Hollow Elementary instructional staff will participate in bi-monthly PLCs to monitor student data and create response plans based upon the data. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will implement the Emergent Tree behavior framework with fidelity through ongoing staff training, coaching, and consistent implementation of behavior supports. A Vertical Behavior Team, representing all grade spans, will meet monthly to analyze behavior trends, monitor implementation, and develop targeted intervention and support plans that strengthen positive student behavior and maximize instructional time Strategy's Expected Result/Impact: Rough Hollow Elementary will see a positive response of 90% on the student climate surveys in the areas of feeling safe at school and sense of belonging. Staff Responsible for Monitoring: Rough Hollow Administrators School Counselor Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will support eligible teachers in earning a Teacher Incentive Allotment (TIA) designation by providing ongoing professional learning, individualized coaching, goal setting, and timely feedback aligned to the district's TIA system and Texas Teacher Evaluation and Support System (T-TESS). Campus leadership will utilize observation data, student growth measures, and coaching cycles to support teachers in meeting designation criteria while strengthening instructional effectiveness. Strategy's Expected Result/Impact: At least 75% of eligible TIA teachers will receive a designation. Staff Responsible for Monitoring: RHE Administrators Instructional Coach RHE Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary will hold bi-monthly extended planning sessions for all grade-level teachers outside of their conference times. The dedicated PLC time will be used to monitor student data, plan differentiated lessons and flexible small groups, write common assessments, and holding MTSS meetings. Strategy's Expected Result/Impact: Rough Hollow Elementary will receive a minimum of one TEA distinction. Staff Responsible for Monitoring: Rough Hollow Elementary Administrators Rough Hollow Teachers and Support Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Rough Hollow Elementary will provide ongoing, job-embedded professional learning aligned with the Lake Travis ISD District Power Moves and the RHE Instructional Playbook to strengthen instructional practices and ensure consistent implementation of high-quality, standards-aligned instruction. Professional learning will be differentiated based on campus observation trends, student performance data, and teacher needs. Strategy's Expected Result/Impact: At least 90% of the identified goal implementation is evident throughout walk-throughs and PLC conversations. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Rough Hollow Elementary will use distinction indicators as rigor benchmarks, prioritizing movement in Grade 3 RLA/mathematics Masters, Grade 4 RLA Masters, Grade 5 RLA/math Masters, and Grade 5 science Masters. Strategy's Expected Result/Impact: Rough Hollow Elementary will move at least three more reporting categories into Q1 based on distinction indicators. Staff Responsible for Monitoring: Rough Hollow administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Rough Hollow Elementary teachers will utilize district assessment data, classroom formative assessments, and IXL to identify the academic needs of economically disadvantaged students and implement differentiated instruction, targeted intervention, and progress monitoring through the PLC process. Strategy's Expected Result/Impact: Increase STAAR Relative Performance component score from 70 to at least 85. Staff Responsible for Monitoring: Rough Hollow Administrators Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Lakeway Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

Mustang Pride is a byproduct of the Lakeway Way. At Lakeway, we assume that the best of us is all of us. We are dedicated to elite academic performance and the acceptance of all. Education transcends what we are now and is the foundation of our future.

- Lakeway Elementary students will be challenged to think critically and creatively, read and write complex text, and collaborate with others to analyze and solve problems.
- Lakeway Elementary will foster technological literacy for students to be able to compete in the global 21st century.
- Lakeway Elementary will provide a safe and orderly learning environment.
- Lakeway Elementary will bring to light creativity and technical skills in Art and Music in order to achieve community and state recognition
- Lakeway Elementary staff will utilize data and research-based strategies to improve instructional practices leading to increased student achievement.
- Lakeway Elementary will foster parent and community engagement and collaboration to support student achievement.

Vision

Lakeway will provide every child with an exceptional education.

Value Statement

LWE Mustang Code

Every Mustang is welcomed.

Every Mustang is respected.

Every Mustang is valued.

Every Mustang is motivated.

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Goals 4

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time. 4

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 17

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary leadership teams will collectively develop, approve, and monitor the budget for each department to ensure that 95% of the allocated funds are used appropriately to support student learning throughout the course of the school year. Strategy's Expected Result/Impact: Lakeway Elementary will use available financial resources through collaborative budget planning, ongoing expenditure monitoring, and strategic allocation of funds aligned to campus improvement priorities. At least 95% of department budgets will be utilized appropriately to support high-quality instruction, student interventions, professional learning, and campus operations. Regular budget reviews will promote fiscal responsibility, transparency, and timely adjustments to ensure resources directly support student learning and campus goal Staff Responsible for Monitoring: SLT, Administration, CAT	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary will implement a comprehensive communication plan that provides timely, consistent, and transparent communication with staff, families, and the community through multiple platforms to strengthen collaboration and stakeholder engagement. Strategy's Expected Result/Impact: Staff and families will receive consistent, accurate, and timely information regarding campus initiatives, student learning, and events. Increased stakeholder engagement and positive feedback on communication will strengthen school-home partnerships and support student success. Staff Responsible for Monitoring: Administration, Counselor, Librarian, PTO, SLT,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary will maintain a safe, secure learning environment by completing 100% of required safety drills, routine door and perimeter checks, emergency preparedness activities, and staff safety training in accordance with district and state requirements. Strategy's Expected Result/Impact: All required safety drills and compliance measures will be completed on schedule, ensuring staff and students are prepared to respond effectively during emergencies while maintaining a safe, secure, and orderly learning environment. Staff Responsible for Monitoring: Admin Team, SRO, SLT, Mr. T Team,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Lakeway Elementary will implement the Emergent Tree discipline management framework with fidelity by providing ongoing staff training, coaching, and progress monitoring to ensure consistent implementation of Tier I, Tier II, and Tier III behavioral supports across all classrooms. Strategy's Expected Result/Impact: Staff will consistently implement proactive behavior supports and intervention processes, resulting in better classroom management, more instructional time, fewer office discipline referrals, and equitable behavioral support for all students. Staff Responsible for Monitoring: Admin Team, Counselor, MTSS Lead, SLT, Emergentree Team, Instructional Coach,m Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Lakeway Elementary will strengthen partnerships with families by implementing a comprehensive family engagement plan led by the Parent Liaison that provides meaningful opportunities for two-way communication, volunteerism, family learning experiences, and participation in campus decision-making. Strategy's Expected Result/Impact: Families will participate more in campus events, volunteer opportunities, and family learning activities. Stronger school-home partnerships will enhance communication, student attendance, academic success, and overall campus culture. Staff Responsible for Monitoring: Admin Team, PTO Leadership, Counselor, Volunteer Coordinator, Librarian, SLT,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Lakeway Elementary leadership will establish consistent operational systems by monitoring campus procedures, reviewing performance data, and conducting quarterly evaluations of operational processes to ensure efficient, responsive, and high-quality campus services. Strategy's Expected Result/Impact: Campus operational systems will function efficiently through consistent monitoring, timely problem-solving, and continuous process improvement. Leadership teams will use operational data to make informed decisions that maximize instructional time, improve customer service, and support a positive learning environment. Staff Responsible for Monitoring: Admin Team, Counselor, MTSS Lead, SLT, Emergentree Team, Instructional Coach, Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary will recruit and hire highly qualified, appropriately certified staff by implementing a collaborative hiring process that includes teacher leaders, actively recruits diverse candidates, and strengthens "Grow Your Own" partnerships through the placement, mentoring, and recruitment of student teachers, paraeducators, and future educators. Strategy's Expected Result/Impact: The campus will attract and retain highly qualified educators aligned with Lakeway Elementary's mission and instructional priorities. Teacher leader participation in the hiring process will strengthen shared leadership and hiring decisions, while partnerships with educator preparation programs and the successful placement of student teachers will establish a sustainable pipeline of future educators for the campus and district. Staff Responsible for Monitoring: Admin Team, HR, SLT, Mentor Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary will retain high-quality staff by fostering a positive, collaborative professional culture through ongoing coaching, timely feedback, mentoring, and differentiated support for new and experienced educators, promoting continuous growth and professional satisfaction. Strategy's Expected Result/Impact: New and veteran staff members will feel supported through regular instructional feedback, coaching, and meaningful professional learning opportunities. Increased staff engagement, job satisfaction, and professional growth will support high retention rates, greater teacher effectiveness, and a stable, high-performing workforce that positively impacts student achievement. Staff Responsible for Monitoring: Admin Team, HR, SLT, Mentor Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher performance on key readiness indicators, including:
 - Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators
 - Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary teachers will implement the district-adopted English Language Arts and Reading (ELAR) curriculum with fidelity by using approved instructional resources, delivering high-quality Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: Fidelity to the district curriculum and approved resources, supported by the prompt evaluation of student outcomes from IXL, formative classroom checks, and STAAR-aligned evaluations, will drive growth in reading achievement. This approach will increase the proportion of students achieving Approaches by 5% in 3rd RLA, 2% in 4th RLA, and 1% in 5th RLA. Meets will increase by 5% in 3rd RLA, by 5% in 4th RLA, and by 3% in 5th RLA; Masters will increase by 3% in 3rd RLA, by 5% in 4th RLA, and by 4% in 5th RLA. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary teachers will implement the district-adopted mathematics curriculum with fidelity by utilizing approved instructional resources, delivering rigorous Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: Mathematics achievement will improve through consistent implementation of the district math curriculum with approved instructional materials, paired with ongoing review of student data from IXL, formative classroom checks, and STAAR-aligned evaluations. This focused effort will raise the proportion of students reaching Approaches, Meets, and Masters Grade Level standards on the STAAR Mathematics assessment while simultaneously closing performance gaps across student populations. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: To increase the proportion of students who attain Meets and Masters Grade Level standards on STAAR Reading and Mathematics, Lakeway Elementary will use data-informed PLCs, instructional coaching, enrichment programs, and differentiated Tier I classroom instruction. Strategy's Expected Result/Impact: Across all tested grade levels, a higher percentage of students will reach Meets and Masters grade-level benchmarks. Through rigorous academic delivery and extension opportunities, instruction will purposefully guide students past basic proficiency, increase conceptual understanding, and lead to advanced performance. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: To enhance academic performance for students receiving special education services, Lakeway Elementary will refine instructional practices through joint general and special education planning, high-quality accommodations, specially designed instruction, special education PLCs, and continuous progress monitoring. Strategy's Expected Result/Impact: By expanding access to rigorous Tier I instruction alongside tailored accommodations and interventions, Lakeway Elementary will narrow the academic achievement gap for special education students, as demonstrated by improved STAAR results and growth on district assessments. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead, SPED Chair,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: To boost achievement for Emergent Bilingual students, Lakeway Elementary will deliver high-quality language acquisition practices by strengthening vocabulary instruction, academic language development, and team planning. Strategy's Expected Result/Impact: Emergent Bilingual students will show higher academic growth and improved performance on STAAR reading and mathematics assessments. The ongoing application of language supports will expand access to rigorous grade-level curriculum while bridging achievement gaps. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead, SPED Chair,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Lakeway Elementary will utilize MTSS processes, targeted intervention, extended learning opportunities, and data-driven instructional planning to ensure economically disadvantaged students receive timely academic support and equitable access to high-quality instruction. Strategy's Expected Result/Impact: The achievement gap for economically disadvantaged students will decrease, as shown by higher academic growth, stronger STAAR results, and a greater percentage of students reaching Approaches, Meets, and Masters Grade Level standards. Staff Responsible for Monitoring: Admin Team, Instructional Coach, Interventionists, Classroom Teachers, PLC Lead, SPED Chair,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: To advance students' academic, social, emotional, and behavioral growth, Lakeway Elementary will implement a well-rounded counseling initiative modeled on the Texas Model for Comprehensive School Counseling, providing classroom guidance, individual and small-group support, responsive interventions, and school-wide social-emotional learning opportunities. Strategy's Expected Result/Impact: Learners will strengthen their social-emotional abilities, self-regulation, and sense of community. This will be reflected in student surveys showing stronger feelings of safety, connection, and guidance, along with fewer discipline incidents and fewer high-level counseling interventions. Staff Responsible for Monitoring: Admin team, SLT, Counselor, Classroom Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary will implement proactive violence prevention and intervention practices by providing student and staff training on conflict resolution, bullying prevention, digital citizenship, threat reporting procedures, and restorative practices, while utilizing district safety protocols and Emergent Tree intervention systems to address student behavioral concerns. Strategy's Expected Result/Impact: Students and staff will show greater awareness of violence prevention strategies and reporting procedures, contributing to a safe, supportive learning environment. Student survey results on school safety and belonging will improve, while incidents of bullying, harassment, and aggressive behavior will decrease. Staff Responsible for Monitoring: Admin Team, Counselor, Emergentree Team, SLT, All Staff,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Lakeway Elementary will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: Students will have increased access to health and wellness resources that support physical, mental, and emotional well-being. Improved student wellness will increase attendance, engagement, and readiness to learn. Staff Responsible for Monitoring: Admin team, School Nurse, Counselor, PE Teachers, Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Promote regular school attendance at Lakeway Elementary by establishing a comprehensive monitoring framework focused on early identification of concerns, active family communication, student recognition initiatives, and targeted support interventions. Strategy's Expected Result/Impact: Continuous tracking, prompt intervention, and strong family partnerships will drive higher student attendance overall. Maximizing classroom instructional time will directly foster greater academic growth and student engagement. Staff Responsible for Monitoring: Admin team, SLT, Counselor, Classroom Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Lakeway Elementary will reduce chronic absenteeism by implementing targeted MTSS attendance interventions, individualized attendance improvement plans, family outreach, and collaboration with campus and district support services for students identified as chronically absent. Strategy's Expected Result/Impact: Timely interventions, family engagement, and ongoing progress monitoring will reduce the percentage of students identified as chronically absent, leading to increased academic success and stronger student connectedness. Staff Responsible for Monitoring: Admin team, SLT, Counselor, Classroom Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Lakeway Elementary will increase student engagement and connectedness by expanding opportunities for participation in extracurricular activities, including Destination Imagination, student leadership organizations, fine arts, academic clubs, wellness activities, and other campus-sponsored enrichment programs, while ensuring equitable access for all students. Strategy's Expected Result/Impact: Student participation in extracurricular and enrichment activities will increase, improving student engagement, school connectedness, leadership development, and overall sense of belonging. Student survey data will demonstrate increased positive perceptions of school climate, engagement, and connectedness. Staff Responsible for Monitoring: Admin team, FA Teachers, Counselor, PE Teachers, Classroom Teachers, para educators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher CCMR attainment across all student groups.

Increase participation in advanced academics and CTE by 25% for all secondary students.

Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary will foster college and career awareness by implementing a comprehensive career exploration program that includes an annual campus-wide Career Fair, classroom career awareness activities aligned with the Texas Essential Knowledge and Skills (TEKS), community partnerships, and opportunities for students to explore a variety of career pathways and postsecondary options. Strategy's Expected Result/Impact: Students will develop an increased awareness of career opportunities, postsecondary pathways, and the connection between academic achievement and future success. Student participation in the annual Career Fair and related classroom learning experiences will strengthen career readiness, goal setting, and engagement in learning. Staff Responsible for Monitoring: Admin team, FA Teachers, Counselor, PE Teachers, Classroom Teachers, para educators, PTO, Volunteer Coordinator	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary will provide advanced learning opportunities by implementing the fifth-grade Advanced Mathematics program with fidelity, utilizing district curriculum and approved instructional resources to prepare students for advanced middle school mathematics pathways while monitoring student progress and providing differentiated instructional support. Strategy's Expected Result/Impact: Students participating in the Advanced Mathematics program will demonstrate mastery of grade-level and advanced mathematical concepts, preparing them for success in advanced middle school coursework. Student achievement data will reflect increased mathematical proficiency, confidence, and readiness for future advanced academic pathways. Staff Responsible for Monitoring: Admin Team, Counselor, 5th Grade Teachers, Instructional Coach, Specials Teachers,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.
 - Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews
Strategy 1: Campus leaders at Lakeway Elementary will execute the Texas Instructional Leadership (TIL) framework through routine classroom visits to assess fidelity to the district's viable curriculum, approved instructional materials, and high-leverage teaching methods. Leaders will deliver actionable, timely, specific feedback; partner with teachers to establish personalized action plans after debriefs; and track progress toward target outcomes. The leadership team will also evaluate observation patterns across grade levels to identify school-wide strengths and focus areas, using these insights to design and deliver targeted professional learning that strengthens rigor and instructional alignment across all content areas. Strategy's Expected Result/Impact: Educators will benefit from structured, evidence-grounded feedback and tailored guidance that fosters ongoing development in teaching practice and curriculum delivery. Targeted action planning and continuous monitoring will strengthen accountability and educator growth, while observation findings will guide responsive professional development. These efforts will elevate classroom consistency, active student engagement, and learning outcomes, as measured by classroom walkthroughs, IXL progress, formative measures, and STAAR performance results. Staff Responsible for Monitoring: Admin Team, Instructional Coach	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary leaders will provide continuous instructional coaching and structured follow-up support. Teachers will participate in three reflective coaching cycles each year, focus on targeted instructional goal-setting, review student performance metrics, and engage in differentiated professional development to strengthen curriculum implementation and improve student outcomes. Strategy's Expected Result/Impact: Through active goal setting, personalized coaching, and constructive feedback, educators will advance their professional practice. At the same time, leadership teams will analyze observation patterns and achievement data to refine professional learning initiatives and instructional resources, driving more effective teaching, stronger curriculum alignment, and improved student performance across all grade levels. Staff Responsible for Monitoring: Admin Team, Instructional Coach, SLT	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Lakeway Elementary staff will be trained on and implement the Year 2 Emergent Tree curriculum. All classes across all grade levels will know our campus behavioral expectations, reach and respond, and Tier 1 strategies. This will, in turn, reduce behavior/discipline referrals and build overall emotional wellness. Strategy's Expected Result/Impact: 100% of staff will be trained to implement Emergentree's Tier 1 and Tier 2 strategies, which should lower our referral rates by 15% and decrease our number of OSS/ISS suspensions by 25%. Staff Responsible for Monitoring: Admin team, SLT, IC	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Through quarterly PLC data meetings structured around the Texas Instructional Leadership (TIL) Data-Driven Instruction framework, Lakeway Elementary leadership will guide teachers in evaluating LTC student performance trends, examining exemplar student work, and building as well as tracking high-leverage action plans to ensure impactful re-teaching. Strategy's Expected Result/Impact: Educators will analyze multiple student data sources to identify learning gaps, set instructional priorities, and determine actionable strategies to strengthen Tier I instruction. This collaborative approach elevates teacher efficacy and instructional responsiveness, driving accelerated student growth across all subjects and grade levels. Staff Responsible for Monitoring: Admin Team, Instructional Coach, SLT	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary will support eligible teachers in earning a Teacher Incentive Allotment (TIA) designation by providing ongoing professional learning, individualized coaching, goal setting, and timely feedback aligned with the district's TIA system and the Texas Teacher Evaluation and Support System (T-TESS). Campus leadership will utilize observation data, student growth measures, and coaching cycles to support teachers in meeting designation criteria while strengthening instructional effectiveness. Strategy's Expected Result/Impact: At least 75% of eligible teachers will receive a designation. Staff Responsible for Monitoring: Admin team, IC TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Lakeway Elementary will provide ongoing, job-embedded professional learning aligned with the Lake Travis ISD District Power Moves/T-TESS Rubric to strengthen instructional practices and ensure consistent implementation of high-quality, standards-aligned instruction. Professional learning will be differentiated based on campus observation trends, student performance data, and teacher needs. Strategy's Expected Result/Impact: 75% of LWE Professional Development and Faculty meetings will be based on Walkthrough data, student assessment, and teacher needs. Staff Responsible for Monitoring: Admin team, IC, School Leadership Team,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Lakeway Elementary will embed planning sessions for all grade-level teachers in their PLCs to complete and monitor data, plan interventions and extensions, create flexible groupings, and review student work and common assessments to track all students on campus. Strategy's Expected Result/Impact: Lakeway Elementary will continue with its 'A' rating and receive at least one TEA Distinction.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Lakeway Elementary will use benchmarks (LTCs, IXL, STAAR Interim, M-CLASS) to improve instruction across all grade levels and classes, prioritizing movement in Grade 3 RLA/mathematics Masters, Grade 4 RLA/mathematics Masters, Grade 5 RLA/mathematics Masters, and Grade 5 science Masters. Strategy's Expected Result/Impact: Lakeway Elementary will move up at least two Quartiles into Q2 and Q1, thereby earning at least one distinction based on current indicators. Staff Responsible for Monitoring: SLT, Admon Team, IC,	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Lakeway Elementary staff will use district assessment data, classroom formative assessments, M-CLASS, and IXL to identify the academic needs of economically disadvantaged students and implement differentiated instruction, targeted intervention, and progress monitoring through the PLC process. Strategy's Expected Result/Impact: Lakeway Elementary will move from a C (70) in Relative Performance to at least a B (80). Staff Responsible for Monitoring: SLT, IC, Admin Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: The Lakeway Elementary administration team will meet periodically (2x a month) with economically disadvantaged students to discuss academic and personal goals, conduct temperature checks, and identify ways to connect them to the campus. Strategy's Expected Result/Impact: Lakeway Elementary will move up one letter grade in TEA's Relative Performance rating. Staff Responsible for Monitoring: SLT, Counselor, IC, Admin Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Bee Cave Middle School

2026-2027 Formative Reviews with Notes



Mission Statement

Our mission is to create an innovative and inclusive learning community empowering every student to reach their full potential through fostering a dynamic educational environment that recognizes and values the unique strengths, talents, and needs of each individual.

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Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: The principal and campus leadership team will conduct quarterly reviews of campus discretionary expenditures to verify alignment with CIP priorities, including mathematics achievement and growth, targeted intervention, student engagement, advanced-course readiness, and staff development. Strategy's Expected Result/Impact: 100% of significant discretionary expenditures will be reviewed quarterly and documented as aligned to an identified campus priority. Staff Responsible for Monitoring: Principal; Campus Bookkeeper; Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Implement a predictable campus communication structure for students, staff, and families, including scheduled principal communication, timely academic/program updates, and coordinated communication of campus events and expectations. Strategy's Expected Result/Impact: At least 90% of scheduled campus communications will occur according to the established communication calendar.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Conduct required safety drills and routine campus safety reviews, with identified deficiencies assigned, documented, and followed through to resolution. Strategy's Expected Result/Impact: 100% of required drills will be completed, and 100% of identified campus safety deficiencies will be assigned for corrective action.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Campus administrators will review discipline data each grading period by location, offense, student group, and repeat occurrence to identify patterns and implement targeted supervision, restorative, behavioral, or administrative responses. Strategy's Expected Result/Impact: Repeat disciplinary referrals will decrease at least 10% from the first-semester baseline during the second semester.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Provide structured opportunities for families to understand academic supports, advanced coursework, student wellness resources, transition planning, and campus programs. Strategy's Expected Result/Impact: At least four targeted family-engagement opportunities will be conducted, with participation and feedback reviewed by campus leadership.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Use early staffing projections and targeted recruitment for anticipated shortage/high-need teaching areas, with particular attention to mathematics, science, special education, and other difficult-to-fill certifications. Strategy's Expected Result/Impact: 100% of identified vacancies will be actively recruited and screened promptly. Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement structured new-teacher/teacher-new-to-BCMS support and conduct midyear staff feedback to identify campus conditions requiring leadership response. Strategy's Expected Result/Impact: 100% of new-to-BCMS teachers will receive assigned support and documented first-semester check-ins.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher performance on key readiness indicators, including:

- Early literacy (K-3 reading proficiency)
- Early numeracy (K-3 math proficiency)
- State assessment performance (meets or exceeds grade level)
- College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Mathematics PLCs will identify priority TEKS and students below projected performance after each common assessment and implement a documented reteach/reassess or enrichment cycle, with particular attention to movement from Approaches to Meets and Meets to Masters. Strategy's Expected Result/Impact: Mathematics Meets will increase from 77% to at least 82% and Masters from 43% to at least 50%; Grade 6, 7, and 8 mathematics Masters will improve from 27%, 5%, and 42% respectively. Staff Responsible for Monitoring: Principal; Assistant Principals; Math Department Chair; Instructional Coach; Math Teams	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Content teams will track growth watchlists for all students and assign a next-performance-band goal, priority skill, and instructional response. Strategy's Expected Result/Impact: Academic Growth will increase from 81 to at least 85, and Accelerated Learning will increase from 44 to at least 55. Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Content and AI teams will specifically monitor Economically Disadvantaged students by content and TEKS, with targeted instructional response for students below Meets trajectory. Strategy's Expected Result/Impact: Economically Disadvantaged mathematics Meets will increase from 55% to at least 63%, with measurable improvement from the 68% RLA Meets and 61% all-subject Meets baselines. Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs; Instructional Coach; AI Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Teachers serving EB students will integrate language supports into grade-level instruction and review individual content/language performance during PLC intervention cycles Strategy's Expected Result/Impact: EB Current & Monitored mathematics Meets will increase from 58% to at least 65%, with measurable improvement from the 64% RLA Meets and 56% all-subject Meets baselines. Staff Responsible for Monitoring: Principal; Assistant Principals; EB/LPAC Staff; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: General and special education teachers will collaboratively review accommodations, student work, common assessments, and IEP progress for students below grade-level expectations and adjust instructional supports before the next assessment cycle. Strategy's Expected Result/Impact: Special Education mathematics Meets will increase from 25% to at least 35%, with measurable improvement from the 36% RLA Meets and 32% all-subject Meets baselines. Staff Responsible for Monitoring: Principal; Assistant Principals; Special Education Staff; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Implement a comprehensive counseling program with grade-level academic, social-emotional, transition, and postsecondary supports. Strategy's Expected Result/Impact: Counseling services and planned grade-level supports will be implemented according to the campus counseling calendar and reviewed each formative period. Staff Responsible for Monitoring: Counseling Team; Campus Administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement student/staff prevention education, threat-assessment procedures, reporting systems, and intervention follow-up. Strategy's Expected Result/Impact: 100% of required threat-assessment and prevention procedures will be completed and documented according to district protocols. Staff Responsible for Monitoring: Campus Administration; Counselors; Campus Officer; District Safety Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Coordinate campus health services, prevention education, emergency response, and student wellness supports. Strategy's Expected Result/Impact: Coordinate campus health services, prevention education, emergency response, and student wellness supports. Staff Responsible for Monitoring: Campus Nurse; Administration; Counselors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Monitor attendance weekly and initiate rapid outreach and intervention for students demonstrating emerging attendance concerns. Strategy's Expected Result/Impact: Campus attendance will increase from 95.9% to at least 96.5%. Staff Responsible for Monitoring: Attendance Administrator; Attendance Staff; Counselors; Assistant Principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Identify students who are chronically absent or on track to become chronically absent at least every three weeks and implement tiered attendance intervention. Strategy's Expected Result/Impact: Chronic absenteeism will decrease from 8% to 5%. Staff Responsible for Monitoring: Attendance Administrator; Attendance Staff; Counselors; Assistant Principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Establish a baseline for participation in athletics, fine arts, clubs, CTE organizations, and other extracurricular/co-curricular activities and use the campus student survey to measure belonging and connection. Strategy's Expected Result/Impact: Student participation and belonging will improve from the fall campus baseline. Staff Responsible for Monitoring: Principal; Activity Sponsors/Directors; Counselors; Campus Leadership	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher CCMR attainment across all student groups.

Increase participation in advanced academics and CTE by 25% for all secondary students.

Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Use course-selection and assessment data to identify academically prepared students not yet participating in advanced coursework and conduct targeted student/family outreach, with particular attention to the Grade 6-8 mathematics pathway and Algebra I by Grade 8 Strategy's Expected Result/Impact: Algebra I by Grade 8 participation will increase from 59% to at least 62%, and Algebra I Meets performance will increase from 57% to at least 62%. Staff Responsible for Monitoring: Counselors; Math Department Chair; Advanced Academics Staff; Campus Administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Establish Grade 7-8 CTE participation overall and by student group, use student interest and course-selection data to identify access barriers, and conduct targeted outreach before scheduling is finalized. Strategy's Expected Result/Impact: CTE participation will increase from the 2026-27 fall campus baseline, with participation reviewed by student group each formative period. Staff Responsible for Monitoring: Counselors; CTE Staff; Campus Administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Administrators and instructional leaders will conduct frequent instructional walkthroughs focused on alignment, rigor, checks for understanding, student cognitive demand, and response to evidence of learning, followed by actionable teacher feedback Strategy's Expected Result/Impact: 100% of teachers will receive documented instructional feedback each semester, with campus walkthrough data demonstrating improvement in identified instructional look-fors. Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Use classroom referral and walkthrough data to identify classrooms or settings requiring support with engagement, routines, relationships, and classroom management. Strategy's Expected Result/Impact: Repeat classroom-managed behavior patterns will decrease and walkthrough evidence will show increased consistency in classroom expectations. Staff Responsible for Monitoring: Campus Administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Content teams will analyze common-assessment and student-work evidence to determine whether students are maintaining/improving performance levels and adjust upcoming instruction accordingly. Strategy's Expected Result/Impact: Academic Growth will increase from 81 to at least 85, with a decreasing percentage of monitored students projected to earn zero growth points at each review cycle. Staff Responsible for Monitoring: Campus Administration; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Professional learning will be selected based on documented campus instructional needs, with follow-up walkthroughs and PLC evidence used to determine implementation. Strategy's Expected Result/Impact: Professional learning priorities will show evidence of implementation in walkthroughs, PLC artifacts, student work, and student outcomes. Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Support eligible teachers in understanding student-growth measures, instructional expectations, and evidence associated with the district's TIA system. Strategy's Expected Result/Impact: Eligible teachers will receive required TIA information and support aligned with district timelines and processes. Staff Responsible for Monitoring: Principal; District TIA Staff; Campus Instructional Leadership	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Department leadership will monitor comparison-group indicators with realistic opportunity for movement into Q1, prioritizing academic outcomes rather than pursuing distinctions as stand-alone activities. Mathematics, academic growth, and combined RLA/mathematics readiness indicators will receive particular attention while science and social studies strengths are sustained. Strategy's Expected Result/Impact: The number of Q1 indicators in mathematics, RLA, academic growth, and postsecondary readiness will increase from 2026 levels while current science and social studies distinctions are sustained Staff Responsible for Monitoring: Principal; Assistant Principals; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Campus leadership will monitor STAAR, academic growth, and subgroup outcomes against both campus targets and comparable-campus performance. Strategy's Expected Result/Impact: The STAAR component will increase from 76 to at least 80 and Relative Performance will improve from the 2026 scaled score of 80 through stronger STAAR and subgroup outcomes. Staff Responsible for Monitoring: Principal; Campus Leadership; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Lake Pointe Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

Lake Pointe Elementary is a learning community where everyone is nurtured, respected, and challenged. All individuals are encouraged to be compassionate towards each other, to be creative, to be productive, and to be successful, lifelong learners.

The mission of the Lake Travis Independent School District is to educate all students by teaching a comprehensive curriculum that emphasizes scholastic excellence.

The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents, and citizens through the efficient use of resources.

Our graduates will have lifelong problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Value Statement

The partnership we have with our parents and volunteers creates an environment of collaboration and support. Please give some of your time to participate in our learning environment. There are many ways to volunteer here that benefit our student learners. We welcome your time and talents. Contact your child's teacher, our PTO or the LPE office staff. We welcome you!

Thanks for supporting us in accomplishing our mission here at LPE.

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 17

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Align the campus budget and instructional team budgets to provide high-quality instructional materials (HQIM), math/RLA interventions, and professional learning resources that target specific needs of special populations (Econ Dis, EB, SPED). Strategy's Expected Result/Impact: Improved STAAR component scores to where student Achievement will go from 95 to 96. Staff Responsible for Monitoring: Principal, Admin Assistant, Assistant Principals and Team Leaders.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: How We Stay in Touch with Families We want to make sure parents and families always know what is happening at our school! To do this, we are using lots of fun and easy ways to share news, work together, and show how coming to school every day helps students learn. Monthly Newsletters: A big update sent home every month with upcoming events and important news. Eagle Express Videos: Short, weekly videos to share exciting school highlights and announcements. School Website Updates: A fresh, easy-to-use website where families can find information fast. Parent Surveys: Quick questionnaires so parents can share their ideas and tell us how we are doing. Direct Parent Outreach: Making phone calls, sending emails, or holding meetings to connect directly with parents. Social Media: Fun posts and photos on our school pages so families can see all the cool things happening in class!	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Keeping Our School Safe Every Day Our top priority is making sure our school is a safe, fun, and secure place to learn. Here is how our campus safety officer and school team work together to protect our students: Safe Arrival and Dismissal: Clear rules for dropping off and picking up students so everyone gets to class and home safely. Active Security Monitoring: Daily checks of doors, hallways, and school grounds to keep our campus secure. Emergency Practice Drills: Regular safety drills so students and staff know exactly what to do in any situation. Strategy's Expected Result/Impact: 100% compliance with safety drills. Staff Responsible for Monitoring: School Police Officer, Administrative team, ALL staff.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Helping Students Make Great Choices We want our school to be a kind, safe, and happy place where everyone can learn! Instead of just punishing mistakes, we teach students how to make good choices and fix things when something goes wrong. Teaching Good Habits (SOAR Expectations): We clearly explain expectations and celebrate students when they show kindness, respect, and responsibility. Fixing Mistakes Together: When a student makes a bad choice, we help them understand what happened, repair any hurt feelings, and learn how to make it right. Keeping Kids in Class: By focusing on positive choices and teamwork, we help all students stay in their classrooms learning together instead of being sent away. Strategy's Expected Result/Impact: Reduced referrals by 2% from last year. Moving to Tier 2 with Emergent Tree. Staff Responsible for Monitoring: Administrative team, counselor and teachers.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Connecting Families and School Community We love working together with our families to help our students succeed! Guess what? Every single parent is automatically a member of our LPE PTO this year, fully funded so everyone can be included. We are partnering with the LPE PTO to host fun family events and keep you connected every step of the way. Free PTO Membership for All: Thanks to our PTO, every LPE parent is officially a member--no fees required! Fun Family Nights: Join us for exciting hands-on events like Math and Science Nights and parent workshops to learn together and support student growth. Clear and Active Communication: We will keep parents updated on all upcoming school events so it's easy for the families to get involved and join the fun! Strategy's Expected Result/Impact: Host a minimum of 4 parental involvement events during the year with more than 25% of our parents participating. Staff Responsible for Monitoring: Principal, PTO Board	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Bringing Great Teachers to Our School We want the absolute best teachers for our students! We work hard to find and hire super talented teachers who love helping kids learn and grow every day. Visiting College Fairs: We meet top future teachers at local colleges and job fairs to invite them to join our team. Special Rewards for Great Teachers: We use special state programs (like the Teacher Incentive Allotment) to pay top teachers more for doing amazing work. Finding the Right Experts: We focus on hiring extra-helpful teachers for Special Education, English Language Learners, and advanced math. Strategy's Expected Result/Impact: Our goal is to have every single classroom filled with amazing, fully certified teachers before the new school year starts! Fully Staffed for Day One: 100% of our teaching jobs will be filled with top-quality teachers before the first bell rings. Staff Responsible for Monitoring: Administrative Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Retention Provide a structured new-teacher mentoring program, implement a peer-coaching cycle, and recognize educator excellence through campus-based appreciation initiatives. Strategy's Expected Result/Impact: Maintain a teacher retention rate of 95% or higher for the 2026-2027 school year, particularly among core subject areas. Staff Responsible for Monitoring: Principal, Mentor Teachers, Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher performance on key readiness indicators, including:
 - Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators
 - Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: Targeted Intervention and Academic Support:Provide small-group, tiered instruction (Tier 2/3) in Reading and Math using evidence-based intervention materials. Implement daily/weekly progress monitoring assessments to track individual student growth and adjust instruction accordingly. Establish targeted before- and after-school tutoring programs focusing on core TEKS concepts for struggling student groups. Utilize data-driven instructional planning sessions (PLCs) to analyze student performance and refine classroom strategies. Strategy's Expected Result/Impact: Maintaining the A Rating for Accountability. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Enhanced Curriculum Alignment and Instructional Rigor: Align daily classroom instruction directly with TEKS standards and state assessment blueprints. Integrate high-yield instructional strategies, including scaffolded support, vocabulary development, and graphic organizers, across all subject areas. Conduct regular classroom walkthroughs and instructional observations to ensure curriculum fidelity and effective teaching practices. Provide ongoing professional development on differentiated instruction and data analysis to build teacher capacity. Strategy's Expected Result/Impact: Maintaining the A Rating for Accountability. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: To increase the proportion of students attaining Meets and Masters Grade Level standards on STAAR Reading and Mathematics, Lake Pointe Elementary will leverage data-informed PLCs, instructional coaching, enrichment programs, and differentiated Tier I classroom instruction. Strategy's Expected Result/Impact: All-subject Meets will increase from 2% and Masters from to at least 60%. Science Meets will increase from 90% to at least 92%. After each district assessment, MTSS and PLCs will identify and monitor students within one performance band of Meets or Masters. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Classroom Teachers, PLC Teams	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: To enhance academic performance for students receiving special education services, Lake Pointe Elementary will refine instructional practices through joint general and special education planning, high-quality accommodations, specially designed instruction, special education PLCs, and continuous progress monitoring. Strategy's Expected Result/Impact: Meet or exceed 2027 Standout Cohort (4th Grade): LPE 4th-grade SPED students delivered exceptional performance in both ELAR and Math, reaching an 86% Meets rate and 50% Masters rate in Math (compared to 40% Meets and 17% Masters district-wide). Math Foundations: Across 4th and 5th grades, 93% of SPED students passed (Approaches) their STAAR Math assessments. High Mastery: In 4th Grade Reading, 50% of SPED students reached the Masters level, beating the state average by 44 percentage points. Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Team, Instructional Coach	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: To boost achievement for Emergent Bilingual students, LPE will deliver high-quality language acquisition practices by strengthening vocabulary instruction, academic language development, and team planning. Strategy's Expected Result/Impact: Improve 2026 results in 3rd grade by 5%. 100% Passing Rates: Students achieved a perfect 100% Approaches (Passing) rate in 4th Grade ELAR, 4th Grade Math, 5th Grade ELAR, and 5th Grade Math. 4th Grade Mastery: 4th-grade students achieved a 100% Masters rate in ELAR and a 100% Meets rate in Math, dramatically outperforming state and district averages. Strong Foundation in 3rd Grade: 3rd-grade students achieved a 75% Meets and Masters rate in Reading, showing early academic strength. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: LPE will utilize MTSS processes, targeted intervention, extended learning opportunities, and data-driven instructional planning to ensure economically disadvantaged students receive timely academic support and equitable access to high-quality instruction. Strategy's Expected Result/Impact: Improve 2026 5th Grade Math Advanced Push: 100% of Eco Dis 5th graders passed and 50% reached Meets, but 0% reached Masters (vs. 13% State / 12% District). Have 5% Eco Dis masters. Action: Place Eco Dis students scoring in the upper-Meets range into daily small-group acceleration clusters focusing on multi-step, high-rigor problem-solving. Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Team, Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: To advance students' academic, social, emotional, and behavioral growth, LPE will implement a well-rounded counseling initiative patterned after the Texas Model for Comprehensive School Counseling, delivering classroom guidance, individual and small-group support, responsive interventions, and school-wide social-emotional learning opportunities. Strategy's Expected Result/Impact: Achieve 100% implementation of all scheduled counseling components. Increase student agreement on the School Belonging and Connectedness survey from a baseline of 95% to 98%, meeting or exceeding the 2027 target. Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: LPE will implement proactive violence prevention and intervention practices by providing student and staff training on conflict resolution, bullying prevention, digital citizenship, threat reporting procedures, and restorative practices while utilizing district safety protocols and Emergent Tree intervention systems to address student behavioral concerns. Strategy's Expected Result/Impact: 100% completion of required prevention activities and documented response to reported concerns according to district procedures. Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, Classroom Teachers, Officer	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: LPE will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: 100% of required school health activities are implemented; the campus identifies and addresses recurring health-related barriers affecting attendance. Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, Classroom Teachers, School nurse	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Promoting Regular School Attendance at LPE Lake Pointe Elementary will establish a comprehensive attendance monitoring framework to keep every student engaged, present, and learning. By identifying attendance concerns early, celebrating consistent presence, and partnering closely with families, we ensure every child gets the most out of their school experience. Early Identification & Monitoring: Track daily attendance data to spot patterns, early warning signs, and unexcused absences fast so support can begin immediately. Active Family Communication: Reach out directly to parents through phone calls, emails, and meetings to discuss attendance concerns and collaborate on solutions. Student Recognition & Incentives: Celebrate excellent and improved attendance with school-wide recognition, classroom awards, and fun incentives that motivate students. Targeted Support Interventions: Partner with campus counselors, staff, and families to create personalized action plans that address and remove specific barriers to getting to school every day. Strategy's Expected Result/Impact: Increased attendance to 97% Staff Responsible for Monitoring: Principal, Assistant principals, counselors, teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Expanding Student Engagement & Clubs at LPE Lake Pointe Elementary will increase student engagement and connectedness by expanding opportunities for all students to participate in exciting school activities, clubs, and enrichment programs. Diverse Club Opportunities: Offer a wide range of campus-sponsored activities, including Destination Imagination, student leadership organizations, fine arts, academic clubs, and wellness initiatives. Equitable Access for All: Ensure every student--regardless of background--has equal access and support to join, participate, and thrive in extracurricular activities. Building Belonging & Joy: Connect learning to real-world teamwork, creativity, and leadership so students feel excited, valued, and deeply connected to our LPE community every day. Strategy's Expected Result/Impact: LPE will have a baseline participation for DI. Also, the campus will have 20 more students involved in the school play this year. Student survey of connectedness will increase to 98% from 95%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Fine Arts teachers and parents	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher CCMR attainment across all student groups.

Increase participation in advanced academics and CTE by 25% for all secondary students.

Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews
Strategy 1: Fostering College & Career Readiness at LPE Lake Pointe Elementary will inspire future leaders by introducing students to exciting career pathways and higher education possibilities. Through hands-on activities, community connections, and school-wide events, we prepare every student to dream big about their future! Campus-Wide Career Day: Host an interactive annual Career Fair where students can meet local professionals and learn about diverse industries firsthand. TEKS-Aligned Classroom Activities: Connect daily learning and TEKS standards to real-world jobs, helping students discover how their classroom skills apply to future careers. Community & Family Partnerships: Partner with local businesses, community leaders, and parents to share their career journeys and inspire our students. Exploring Pathways & Postsecondary Options: Expose students to a wide variety of career options, trade fields, and college pathways early on to spark curiosity and self-discovery. Strategy's Expected Result/Impact: Maintain the distinction in Post-Secondary awareness. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Parents, Community.	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Strengthening Instruction Lake Pointe Elementary (LPE) campus leaders will implement a framework to support continuous growth, maintain high rigor, and elevate teaching and learning in every classroom. Routine Classroom Coaching: Leaders will conduct regular classroom visits to ensure alignment with our district curriculum, approved instructional materials, and high-impact teaching methods. Actionable Feedback & Goal Setting: Teachers will receive timely, specific, and actionable feedback following debriefs, partnering with leadership to build personalized action plans and monitor student progress. Targeted School-Wide Professional Learning: Leadership will evaluate observation trends across all grade levels to identify campus strengths and design targeted professional development that enhances instructional rigor across every content area. Strategy's Expected Result/Impact: 100% of the staff will get feedback that will assist in instruction. Staff Responsible for Monitoring: Principal and Assistant principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Strengthening Campus Culture with the Emergent Tree Framework Lake Pointe Elementary (LPE) will fully implement the Emergent Tree behavioral framework to create a positive, predictable, and supportive learning environment that keeps the focus on classroom learning. Consistent Support Across All Tiers: Teachers and staff will receive ongoing coaching and professional development to deliver consistent Tier I, II, and III behavioral interventions across every grade level. Dedicated Campus Behavior Team: A specialized behavior team will meet quarterly to review student behavioral data, track implementation progress, and refine support systems. Protecting Instructional Time: By proactively supporting student needs and reinforcing positive behavior school-wide, we protect classroom instructional time so every child can thrive. Strategy's Expected Result/Impact: 100% of the classrooms will implement Tier 2 of the Emergent Tree framework. We will see a 20 percent decrease in Office Referrals. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Data-Driven Instruction & Targeted Re-Teaching at LPE Lake Pointe Elementary (LPE) leadership will guide teachers through monthly Professional Learning Community (PLC) data meetings to evaluate student progress, analyze learning trends, and ensure every student gets the support they need. Analyzing Work & Performance Trends: Teachers and leaders will use the PLC framework and Multi-Tiered System of Supports (MTSS) data to examine exemplar student work and pinpoint specific learning needs. Building Action Plans: Grade-level teams will collaborate to design targeted, high-leverage action plans for impactful re-teaching and extension. Tracking Student Progress: Teams will continuously monitor student growth data to adjust interventions, ensure mastery of key skills, and support every learner's academic success. Strategy's Expected Result/Impact: Sustain or surpass an overall campus Academic Growth score of 95 while driving higher student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Supporting Teacher Excellence Through the Teacher Incentive Allotment (TIA) Lake Pointe Elementary (LPE) will support eligible teachers in achieving Teacher Incentive Allotment (TIA) designations by aligning daily classroom practice with T-TESS standards and district goals to celebrate high-quality instruction. Individualized Coaching & Goal Setting: Campus leaders will provide ongoing professional learning, personalized coaching, and regular goal-setting sessions tailored to help teachers succeed. Data-Driven Coaching Cycles: Leadership will use T-TESS observation data and student growth measures during debrief cycles to deliver timely, actionable feedback that elevates teaching strategies. Rewarding Instructional Impact: By guiding teachers through designation criteria, LPE ensures our educators are recognized, rewarded, and supported as they boost student achievement school-wide. Strategy's Expected Result/Impact: 100% Educator Participation: Every eligible LPE teacher will take part in aligned coaching cycles, engaging in regular feedback and collaborative growth opportunities. Targeted Coaching & Goal Setting: Campus leaders will partner with teachers to establish personalized professional goals aligned directly with T-TESS expectations. Continuous Practice Refinement: Through consistent observation cycles and actionable feedback, teachers will refine high-leverage instruction to meet TIA designation criteria and maximize student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coach	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Lake Pointe Elementary (LPE) ensures every classroom delivers engaging, relevant learning experiences that challenge students to apply critical thinking to real-world problems. By pairing high-rigor instruction with authentic assessment, LPE will maintain its 'A' Rating in Relative Performance and increase campus distinctions from 4 to 5. 1. Cultivating Critical Thinking & Real-World Application High-Rigor Writing & Reasoning: LPE students go beyond surface-level recall to synthesize and evaluate complex information. This depth is demonstrated by our 5th Grade Extended-Constructed Response (ECR) essay average of 6.4 (23% above the district average) and 4th Grade Math scale scores placing in the 87th percentile statewide. Performance-Based Learning: Classroom instruction integrates real-world problem-solving, hands-on labs, and collaborative projects (such as Destination Imagination and campus enrichment) that require students to defend their reasoning and create authentic artifacts. Strategy's Expected Result/Impact: Elevating Masters-Level Achievement: Pushing top-tier performance (72% Masters in 4th ELAR, 67% in 5th ELAR, and 65.6% in 4th Math) ensures LPE consistently outpaces benchmark comparison schools, securing our 'A' Rating in Relative Performance and expanding our campus recognition from 4 to 5 STAAR Distinctions. Staff Responsible for Monitoring: All Stakeholders.	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Multi-Faceted Evidence of Student Mastery State Assessments (STAAR): Sustaining campus-wide excellence, anchored by an Overall Campus Rating of 94, a 99% passing rate in 5th Grade Math, and 90%+ passing rates across all reading assessments. District Assessments & MTSS Monitoring: Weekly PLC data cycles utilize district benchmarks and progress monitoring to track skill acquisition and deliver immediate re-teaching or extension. Student Artifacts & Performance Work: Grade-level teams analyze student work samples, short-constructed responses (SCRs), and rubrics to verify conceptual understanding before state testing. Strategy's Expected Result/Impact: Targeting Academic Growth & Subgroups: Closing performance gaps among Eco Dis and SPED populations--evidenced by 100% passing rates for Eco Dis across 4th/5th Grade Math and ELAR, and 86% passing for SPED in 4th Grade ELAR--drives our Relative Performance domain. As we continue to support high-quality education we want to increase SPED to 90% passing rate to retain our relative performance distinction. Staff Responsible for Monitoring: All stakeholders.	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Lake Travis Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

The Mission of Lake Travis Elementary is to foster lifelong learners, by creating an inclusive, student-centered community where students engage in rigorous, meaningful learning. Through collaborative teaching and community involvement, we empower students to take ownership of their education, develop their unique identities, and achieve academic excellence. Our goal is to prepare every student with essential problem-solving skills and a strong sense of responsibility for their future success.

Vision

One Community. One Purpose. All Heart.

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Goals 4

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time. 4

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 18

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: LTE leadership teams will collectively develop, approve, and monitor department/grade-level budgets. Resources will be intentionally aligned to campus improvement priorities, including high-quality Tier I instruction, intervention, professional learning, and TSI/LIP supports. Strategy's Expected Result/Impact: By June 2027, at least 95% of allocated campus/department funds will be appropriately utilized and documented as aligned to an identified campus priority. At each formative review, 100% of major instructional expenditures will be traceable to a CIP strategy, and leadership will document any needed reallocation based on implementation or student-outcome data. Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselor Instructional Coach(es) Campus Leadership Team Department/Grade-Level Budget Managers (as applicable) Campus Administrative Assistant/Bookkeeper (budget reconciliation and expenditure tracking)	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: LTE will maintain a safe and secure learning environment through required drills, routine door/perimeter checks, emergency preparedness activities, and staff safety training. Strategy's Expected Result/Impact: 100% of required safety drills, checks, and trainings will be completed within required timelines, and 100% of identified campus safety action items will be documented and corrected or escalated within district-established timelines. Staff Responsible for Monitoring: Principal Assistant Principal(s) Campus Safety & Security Committee Officer (when applicable) Custodial Manager All Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: LTE will implement the Emergent Tree discipline management framework with fidelity through staff training, coaching, and progress monitoring of Tier I, II, and III behavioral supports. Strategy's Expected Result/Impact: By the first formative review, LTE will establish the 2025-26 office-referral and repeat-referral baselines. By June 2027, repeat office referrals will decrease by at least 10% from 217 to 195. Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselor MTSS/Behavior Support Team Instructional Coach(es) Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: LTE will implement a family engagement plan providing two-way communication, volunteerism, family learning experiences, academic partnership opportunities, and participation in campus decision-making. Targeted outreach will be provided to families of students receiving intervention and economically disadvantaged students. (LIP Strategy) Strategy's Expected Result/Impact: By June 2027, 100% of students receiving intensive academic intervention will have documented family communication at least once per intervention cycle. Staff Responsible for Monitoring: Principal Assistant Principal(s) Parent Liaison Counselor Campus Leadership Team Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Lake Travis Elementary will recruit and hire highly qualified, appropriately certified staff by implementing a collaborative hiring process that includes teacher leaders, actively recruiting diverse candidates, and strengthening "Grow Your Own" partnerships through the placement, mentoring, and recruitment of student teachers and future educators. Strategy's Expected Result/Impact: 100% of campus vacancies will use the collaborative selection process. LTE will document student-teacher/Grow Your Own placements and seek to fill priority vacancies before the start of the school year with appropriately certified candidates. Staff Responsible for Monitoring: Principal Assistant Principal(s) Teacher Leadership Team Grade-Level Team Leaders Mentor Teachers Human Resources Representative (as applicable)	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary will retain high-quality staff by fostering a positive and collaborative professional culture through ongoing coaching, timely feedback, mentoring, and differentiated support for both new and experienced educators to promote continuous growth and professional satisfaction. Strategy's Expected Result/Impact: LTE will meet or exceed 85% staff retention and 100% of new-to-LTE teachers will be assigned a mentor/support structure. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Teacher Leadership Team Mentor Teachers Counselor (new staff wellness and support) Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

- Achieve 90% or higher performance on key readiness indicators, including:
 - Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews
Strategy 1: Lake Travis Elementary teachers will implement the district-adopted English Language Arts and Reading (ELAR) and Spanish Language Arts and Reading (SLAR) curriculum with fidelity by utilizing approved instructional resources, delivering high-quality Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: By spring 2027, campus RLA Meets performance will increase from 54% to at least 60%, with progress toward Masters monitored each formative review. Grade 3 reading outcomes will be monitored as the campus HB3 reading measure. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary teachers will implement the district-adopted mathematics curriculum with fidelity by utilizing approved instructional resources, delivering rigorous Tier I instruction, closely monitoring and responding to student assessment data, and providing targeted intervention and enrichment through collaborative PLC processes. Strategy's Expected Result/Impact: By spring 2027, campus mathematics Meets performance will increase from 50% to at least 56%, with progress toward Masters monitored each formative review. Grade 3 mathematics outcomes will be monitored as the campus HB3 mathematics measure. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Classroom Teachers Interventionists PLC Facilitators	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Use TEKS-aligned common assessments, item-level analysis, student work, and short-cycle reteach to increase the percentage of students demonstrating grade-level and advanced performance. Grade-level teams will identify priority standards and students on the cusp of Meets/Masters without reducing attention to students below Approaches. Strategy's Expected Result/Impact: All-subject Masters will increase from 23% to 30%. After each district assessment, PLCs will identify and monitor students within one performance band of Masters. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Classroom Teachers PLC Teams Interventionists	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Lake Travis Elementary will maintain a named student roster for economically disadvantaged students; disaggregate every common/interim assessment; identify the precise standard/skill gap; provide timely evidence-based reteach or targeted intervention; and review response to intervention at least every 4-6 weeks. Protect grade-level Tier 1 access while providing additional time and intensity based on need. Strategy's Expected Result/Impact: Meet or exceed 2027 Economically Disadvantaged targets: RLA Meets $\geq 35\%$, mathematics Meets $\geq 40\%$, RLA growth $\geq 60\%$, mathematics growth $\geq 65\%$, and STAAR Component Score ≥ 38. Staff Responsible for Monitoring: Principal Assistant Principal(s) Special Education Team Instructional Coach(es) Classroom Teachers ARD Facilitators Interventionists	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Lake Travis Elementary will implement high-quality language acquisition practices through the Dual Language and ESL programs by strengthening academic language development, biliteracy instruction, sheltered instructional strategies, and collaborative planning to improve achievement for Emergent Bilingual students. Strategy's Expected Result/Impact: TELPAS progress increases from 35% to at least the 2027 current target of 40% Staff Responsible for Monitoring: Principal Assistant Principal(s) DLI Coordinator/Instructional Coach ESL Specialists Classroom Teachers PLC Teams	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 6 Details	Reviews	
Strategy 6: Lake Travis Elementary will strengthen collaborative planning and delivery of specially designed instruction, accommodations, and grade-level access. Use student work and progress-monitoring data to verify that IEP supports are implemented and are accelerating learning. Strategy's Expected Result/Impact: Current SPED RLA Meets increases from 30% and mathematics Meets from 27%; RLA growth improves from 57% and mathematics growth from 63%, with targets reviewed against 2027 Closing the Gaps expectations. Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselor Instructional Coach(es) Interventionists Classroom Teachers MTSS Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Lake Travis Elementary will implement a comprehensive school counseling program aligned with the Texas Model for Comprehensive School Counseling by providing classroom guidance lessons, individual and small-group counseling, responsive services, and campus-wide social-emotional learning opportunities that support students' academic, social, emotional, and behavioral success. Strategy's Expected Result/Impact: 100% implementation of planned counseling components; Increase the overall percentage of students who agree or strongly agree with the statement "I feel like I belong at my school" from 73.4% to 85.0% by May 2027, specifically closing the equity gap by raising Spanish-surveyed student agreement from 65.6% to 85.0% Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Classroom Teachers Campus Leadership Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary will implement proactive violence prevention and intervention practices by providing student and staff training on conflict resolution, bullying prevention, digital citizenship, threat reporting procedures, and restorative practices while utilizing district safety protocols and Emergent Tree intervention systems to address student behavioral concerns. Strategy's Expected Result/Impact: 100% completion of required prevention activities and documented response to reported concerns according to district procedures. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Campus Behavior Team School Resource Officer (as applicable) All Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Lake Travis Elementary will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: 100% of required school health activities are implemented; the campus identifies and addresses recurring health-related barriers affecting attendance or participation. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Nurse School Counselor PE Teachers Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Lake Travis Elementary will improve overall student attendance by implementing a comprehensive attendance monitoring system that includes early identification of attendance concerns, family communication, recognition programs, and coordinated interventions to support regular school attendance. Strategy's Expected Result/Impact: Increase attendance from 94.4% to at least 95.5% by year end. Staff Responsible for Monitoring: Principal Assistant Principal(s) Attendance Clerk School Counselor Parent Liaison Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Lake Travis Elementary will reduce chronic absenteeism through the implementation of targeted MTSS attendance interventions, individualized attendance improvement plans, family outreach, and collaboration with campus and district support services for students identified as chronically absent. Strategy's Expected Result/Impact: More academic engagement for all student population groups, including Economically Disadvantaged students (CA rate 18.7% for 25-26), will result in increased academic performance and a reduction in the achievement gap for this group vs. all students. 3% from 13.8% to 10.8% Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Attendance Clerk Parent Liaison MTSS Team	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Lake Travis Elementary will increase student engagement and connectedness by expanding opportunities for participation in extracurricular activities, including Destination Imagination, student leadership organizations, fine arts, academic clubs, wellness activities, and other campus-sponsored enrichment programs while ensuring equitable access for all students. Strategy's Expected Result/Impact: Increase the overall percentage of students who agree or strongly agree with the statement "I feel like I belong at my school" from 73.4% to 85.0% by May 2027, specifically closing the equity gap by raising Spanish-surveyed student agreement from 65.6% to 85.0%. Staff Responsible for Monitoring: Principal Assistant Principal(s) Counselor Parent Liaison Club Sponsors Fine Arts Teachers PE Teachers Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews
Strategy 1: Lake Travis Elementary will foster college and career awareness by implementing a comprehensive career exploration program that includes an annual campus-wide Career Fair, classroom career awareness activities aligned with the Texas Essential Knowledge and Skills (TEKS), community partnerships, and opportunities for students to explore a variety of career pathways and postsecondary options. Strategy's Expected Result/Impact: All grade levels implement at least one documented future-readiness experience. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Parent Liaison Classroom Teachers Community Volunteers Campus Leadership Team	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary will provide advanced learning opportunities by implementing the fifth-grade Accelerated Mathematics program with fidelity, utilizing district curriculum and approved instructional resources to prepare students for advanced middle school mathematics pathways while monitoring student progress and providing differentiated instructional support. Strategy's Expected Result/Impact: 90% of students in the Accelerated Mathematics program will demonstrate mastery on the STAAR math exam. Staff Responsible for Monitoring: Principal Assistant Principal(s) Fifth Grade Teachers GT Coordinator Instructional Coach(es) Counselor PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews
Strategy 1: Lake Travis Elementary campus leaders will implement the Texas Instructional Leadership (TIL) framework by conducting frequent classroom observations to monitor implementation of the district's guaranteed and viable curriculum, approved instructional resources, and high-impact instructional practices. Campus leaders will provide timely, specific, and actionable feedback to teachers, collaboratively develop individualized action plans following feedback conversations, and monitor progress toward identified instructional goals. The administrative team will analyze observation trends across classrooms to identify campus-wide strengths and areas for growth, using this data to design and deliver targeted professional learning that strengthens instructional consistency and rigor across all grade levels and content areas. (LIP Strategy) Strategy's Expected Result/Impact: 100% of teachers receive actionable feedback every nine weeks. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary campus leaders will implement ongoing instructional coaching and follow-up support by engaging teachers in reflective coaching conversations, monitoring progress toward instructional goals, analyzing student achievement data, and differentiating professional learning to strengthen implementation of the district curriculum and improve student outcomes. (LIP Strategy) Strategy's Expected Result/Impact: Teachers will demonstrate continuous professional growth through coaching, goal setting, and implementation of feedback. Leadership teams will utilize observation trends and student performance data to adjust professional learning and instructional supports, resulting in improved instructional effectiveness, increased curriculum fidelity, and higher levels of student achievement across all grade levels. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Grade-Level Team Leaders Campus Leadership Team Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Lake Travis Elementary will implement the Emergent Tree behavior framework with fidelity through ongoing staff training, coaching, and consistent implementation of Tier I, Tier II, and Tier III behavior supports. A Vertical Behavior Team, representing all grade spans, will meet quarterly to analyze behavior trends, monitor implementation, and develop targeted intervention and support plans that strengthen positive student behavior and maximize instructional time. Strategy's Expected Result/Impact: Consistent implementation of the Emergent Tree framework will promote proactive behavior supports, reduce behavior disruptions, increase instructional time, and foster a safe, positive learning environment. Quarterly analysis of behavior data by the Vertical Behavior Team will inform targeted interventions, professional learning, and continuous improvement efforts. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Vertical Behavior Team Instructional Coach(es) Classroom Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews
Strategy 1: Lake Travis Elementary leadership will facilitate collaborative PLC data meetings using the Texas Instructional Leadership (TIL) Data-Driven Instruction framework to analyze LTC student performance data and trends quarterly so that teachers are guided to see exemplar student answers, create and monitor high leverage action plan that guarantee effective re-teaching. (LIP Strategy) Strategy's Expected Result/Impact: Maintain or exceed a campus Academic Growth score of 75 while increasing achievement; Economically Disadvantaged RLA growth $\geq 60\%$ and math growth $\geq 65\%$. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) PLC Facilitators Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary leadership will monitor the implementation and effectiveness of PLC instructional action plans through ongoing classroom observations, student performance reviews, and collaborative progress-monitoring meetings. Campus leaders will analyze implementation and student outcome data to provide differentiated coaching, adjust instructional supports, and plan responsive professional learning that improves instructional effectiveness and student achievement. Strategy's Expected Result/Impact: Quarterly, campus documents eligible participation and demonstrates alignment between instructional feedback, student growth, and TIA processes. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Intervention Team PLC Facilitators Classroom Teachers Campus Leadership Team Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Lake Travis Elementary will support eligible teachers in earning a Teacher Incentive Allotment (TIA) designation by providing ongoing professional learning, individualized coaching, goal setting, and timely feedback aligned to the district's TIA system and Texas Teacher Evaluation and Support System (T-TESS). Campus leadership will utilize observation data, student growth measures, and coaching cycles to support teachers in meeting designation criteria while strengthening instructional effectiveness. Strategy's Expected Result/Impact: 50% of eligible TIA teachers will receive a designation Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) TIA-Eligible Teachers Campus Leadership Team	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: Lake Travis Elementary will provide ongoing, job-embedded professional learning aligned with the Lake Travis ISD Dual Language Implementation Guide, District Power Moves, and the LTE Instructional Playbook to strengthen instructional practices and ensure consistent implementation of high-quality, standards-aligned instruction. Professional learning will be differentiated based on campus observation trends, student performance data, and teacher needs, and will include collaborative planning, instructional coaching, modeling, and follow-up support to ensure transfer of learning into classroom practice. (LIP Strategy) Strategy's Expected Result/Impact: At least 90% implementation of identified focus practices on follow-up walkthroughs/PLC evidence, with corresponding improvement in common/interim assessment trends. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Dual Language Instructional Coach/Coordinator Campus Leadership Team Grade-Level Team Leaders Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Lake Travis Elementary will use distinction indicators as rigor benchmarks, prioritizing movement in Grade 3 mathematics Masters, Grade 5 RLA Masters, Grade 4 RLA/math Masters, Grade 5 science Masters, accelerated learning, and attendance. Strategy's Expected Result/Impact: Move at least two eligible distinction indicators into Q1 comparison-group performance or to the published Q1 threshold where available. Specific reference points include Grade 3 math Masters 30% toward 32%, Grade 5 RLA Masters 46% toward 50%, and Grade 5 science Masters 8% toward 30%. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) PLC Teams Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: Lake Travis Elementary teachers will utilize district assessment data, classroom formative assessments, IXL, and Renaissance data to identify the academic needs of economically disadvantaged students and implement differentiated instruction, targeted intervention, and progress monitoring through the PLC process. Instructional action plans will be reviewed after each assessment cycle to evaluate student growth, adjust interventions, and ensure equitable access to grade-level learning. (LIP Strategy) Strategy's Expected Result/Impact: Increase STAAR Relative Performance Component Score from 48 to at least 53. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) PLC Facilitators MTSS Team Interventionists Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
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	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Bee Cave Elementary

2026-2027 Formative Reviews with Notes



Mission Statement

Bee Cave Elementary is a school where everyone is loved, honored, and challenged. All individuals are encouraged to be creative, productive, compassionate, and successful lifelong learners.

Value Statement

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Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world. 16

Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: Regularly scheduled collaborative meetings with campus administration, campus instructional coach, LTISD Curriculum department, approved district resources, and campus team leads to ensure that our fiscal expenditures are related directly to student need based on formal and informal assessment data as well as feedback from teachers. Strategy's Expected Result/Impact: Ensure at least 95% of campus spending directly supports student learning, long-range planning, and long-term sustainability. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Communication with staff will continue regularly through the Beehive, the Bobcat Bulletin, faculty meetings, team leader meetings, Peach Jar, Blackboard and committee meetings. Communication with the community will continue through the Beehive, the Marquee, Peach Jar, Blackboard, the t.v. in the front office, PTO meetings, and social media (BCE PTO FB page, BCE PTO Konstella, BCE FB page, BCE Instagram page). Strategy's Expected Result/Impact: Ensure that 100% of staff and parents are aware of our school wide events, volunteer opportunities, and ways to give and participate. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Campus safety & security will be supported through the support of our on campus officer, weekly door checks, weekly SST meetings, and scheduled drills (fire, lockdown, secure, evacuation) that meet the district requirements. Strategy's Expected Result/Impact: Ensure 100% of campus facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits, for the safety and security of our students, staff, and visitors in the building at all times. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: BCE will continue to implement Emergent Tree to support student behavior as well as recognize student and teacher efforts towards use of the campus Matrix for all areas of the school. Strategy's Expected Result/Impact: Decrease office referrals by 10% from the 25-26 school year, by ensuring that the teachers have the knowledge and skills to support the implementation of the Emergent Tree BCE Matrix, the students understand what the campus expectations are, and that the community is also aware and knowledgeable so they can continue supporting the process outside of the school. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: BCE will continue to encourage parental involvement through scheduled events and notifications such as the use of the case in our front foyer, Konstella, BCE PTO FB page, family night, multicultural night, fundraising events, volunteer opportunities, and PTO general meetings. Strategy's Expected Result/Impact: Ensure that 80% or more of our parents that respond to our survey feel connected to the school, are aware of what is going on, and feel that they have opportunities to participate/volunteer/give. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: BCE participates in district and regional job fairs to recruit qualified educators as well as works to grow our own by providing encouragement to those that are already here interested in gaining their education certification. Strategy's Expected Result/Impact: Ensure that 100% of our teachers that seek/desire growth opportunities are encouraged/guided/mentored towards their growth goals so that our teachers feel supported and our retention rate stays above 90%. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: BCE will continue retain qualified teachers by providing on going professional development, support of the campus instructional coach, routine feedback on performance from administration, administrative review of our practices from the survey and what the teachers are expressing that they need to feel supported, and celebrating and recognizing teachers for their dedicated efforts. Strategy's Expected Result/Impact: Ensure that 90% or more of BCE staff express (on the 26-27 survey) that they feel that they are provided the education, training, knowledge, feedback and resources in order to be the most effective support for the students. Staff Responsible for Monitoring: Principal Assistant Principal(s) Administrative Assistant	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

- Achieve 90% or higher performance on key readiness indicators, including:
 - Early literacy (K-3 reading proficiency)
 - Early numeracy (K-3 math proficiency)
 - State assessment performance (meets or exceeds grade level)
 - College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews
Strategy 1: We will ensure that students develop the knowledge, skills, and competencies needed at each stage of their Early literacy experience through regular review of resource implementation in PLC's as well as through regular classroom observations, intentionally looking for student engagement, small group instruction and higher order questioning, implementation of ESL strategies and accommodations (ESL, 504, SPED) and the use of the adoption. Strategy's Expected Result/Impact: By the Spring of 2027, 5th grade reading masters will move from Quartile 4 to Quartile 2 which would be an increase from 58.0 to 60.0. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct October Evidence of Progress Dec December Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: We will ensure that students develop the knowledge, skills, and competencies needed at each stage of their early numeracy experience through conversations of resource implementation in PLC's as well as through regular classroom observations, intentionally looking for student engagement, small group instruction and higher order questioning, implementation of ESL strategies and accommodations (ESL, 504, SPED) and the use of the adoption. Strategy's Expected Result/Impact: By the Spring of 2027, 3rd grade math masters level will move from Quartile 2 to Quartile 1, which will be an increase of 42.0 to 46.0. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: We will ensure that students develop the knowledge, skills, and competencies needed for reading and math through regular review of resource implementation in PLC's as well as through regular classroom observations, intentionally looking for student engagement, small group instruction and higher order questioning, implementation of ESL strategies and accommodations (ESL, 504, SPED) and the use of the adoption. Strategy's Expected Result/Impact: By Spring of 2027, the percent of meets grade level or above in both reading and math will increase from Quartile 3 to Quartile 2, which will be an increase of 66.0 to 71.0. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 4 Details	Reviews	
Strategy 4: We will ensure that students develop the knowledge, skills, and competencies needed for science through regular review of resource implementation in PLC's as well as through regular classroom observations, intentionally looking for student engagement, small group instruction and higher order questioning, implementation of ESL strategies and accommodations (ESL, 504, SPED) and the use of the adoption. Strategy's Expected Result/Impact: By the Spring of 2027, 5th grade Science masters level performance will move from Quartile 2 to Quartile 1, which will be an increase from 38.0 to 43.0. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: BCE will Implement structured Tier 2 small-group conceptual math intervention daily, targeting foundational skill gaps for Special Education (39% Meets) and Emergent Bilingual (41% Meets) students. Strategy's Expected Result/Impact: By June 2027, Bee Cave Elementary will increase its overall Closing the Gaps score from 80 to 88 by driving targeted growth and academic achievement for the High Focus, Special Education, and Emergent Bilingual student groups. Implement English Language Proficiency Standards (ELPS) strategies into daily RLA core instruction to accelerate the Academic Growth rate of Emergent Bilingual students beyond the 59% baseline. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Reading Interventionists Classroom Teachers PLC Facilitators	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.
 - Reduce chronic absenteeism by 50% from baseline across all student groups.
 - Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.
 - Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: BCE will continue to implement a comprehensive school counseling program through guidance classes (each class will be seen 6 times with mandated topics), individual counseling based on student immediate needs), small group counseling (based on needs assessment) and school wide support. Strategy's Expected Result/Impact: This holistic approach creates a safe, proactive learning environment where every child receives the social-emotional foundation necessary to thrive academically, resulting in reduced discipline referrals, increased instructional time, and enhanced overall school climate. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Instructional Coach(es) Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews	
Strategy 2: BCE will continue to support students with violence prevention and intervention through student education on safety as well as our appropriate responsiveness to situations and threats impact the safety of our students. Strategy's Expected Result/Impact: Implementation of this strategy will result in a 15% reduction in physical/verbal altercation discipline referrals, a 100% resolution rate of reported threat assessments within 24 hours, and a 90%+ favorable rating on campus safety and well-being surveys among students, staff, and families. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Instructional Coach(es) Classroom Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 3 Details	Reviews	
Strategy 3: Bee Cave Elementary will promote student health and wellness by implementing a comprehensive school health program that provides health education, preventive services, mental health supports, and wellness initiatives in collaboration with campus and district health professionals. Strategy's Expected Result/Impact: 100% of required school health activities are implemented; the campus identifies and addresses recurring health-related barriers affecting attendance or participation. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Nurse School Counselor Instructional Coach(es) Classroom Teachers	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Bee Cave Elementary will improve overall student attendance by implementing a comprehensive attendance monitoring system that includes early identification of attendance concerns, family communication, recognition programs, and coordinated interventions to support regular school attendance. Strategy's Expected Result/Impact: Increase attendance from 96.2% to at least 97.0% by year end. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Classroom Teachers PLC Facilitators Registrar	Oct Dec Mar June	October Evidence of Progress December Evidence of Progress March Evidence of Progress June Evidence of Progress

Strategy 5 Details	Reviews	
Strategy 5: Bee Cave Elementary will reduce chronic absenteeism through the implementation of targeted MTSS attendance interventions, SST Meetings, Teacher phone calls home, campus administration phone calls home, individualized attendance improvement plans, family outreach, and collaboration with campus and district support services for students identified as chronically absent. Strategy's Expected Result/Impact: Decrease our chronic absenteeism by 10%. Staff Responsible for Monitoring: Principal Assistant Principal(s) Instructional Coach(es) Classroom Teachers PLC Facilitators Registrar	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: BCE will continue to support postsecondary pathways and outcomes by ensuring that all students have access to aligned pathways (5th grade Advanced math pathway) with a focus of gaining the knowledge, skills, and experiences needed to successfully pursue postsecondary goals as evidenced by professionals that will participate in our BCE Career Day, one on one exiting 5th grader goal setting appointments with our campus counselor, as well as career and future planning lessons. Strategy's Expected Result/Impact: Every grade level will implement a minimum of one documented experience focused on future readiness. By June 2027, student reflection and survey data will indicate a 10% increase in awareness regarding future educational and career pathways relative to the baseline. Staff Responsible for Monitoring: Principal Assistant Principal(s) School Counselor Instructional Coach(es) Classroom Teachers Leadership teams Community Stakeholders	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: By calibrating and using regular meaningful walkthrough feedback that is aligned with the T-TESS rubric, the implementation of our viable curriculum along with the LTISD scope and sequence, all classrooms will be aligned to state standards, guidelines, and instructional expectations. Strategy's Expected Result/Impact: 100% of BCE teachers will be trained on, have access to, and implement the LTISD curriculum/resources so that we can not only maintain our "A" rating (93) but that we can increase to a 95 with at least three distinctions. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: All BCE staff will be (re)trained on and implement Emergent Tree using our campus matrix so that all classes, across all grade levels, will know our campus behavioral expectations, which will in turn improve behavior/discipline referrals and build overall emotional wellness. Strategy's Expected Result/Impact: Improvement of the number and severity of behavior referrals (as indicated by end of the year discipline data) as well as build overall all emotional wellness (as indicated by the spring student survey). Staff Responsible for Monitoring: Principal Assistant Principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Bee Cave Elementary will support eligible teachers in earning a Teacher Incentive Allotment (TIA) designation by providing ongoing professional learning, individualized coaching, goal setting, and timely feedback aligned to the district's TIA system and Texas Teacher Evaluation and Support System (T-TESS). Campus leadership will utilize observation data, student growth measures, and coaching cycles to support teachers in meeting designation criteria while strengthening instructional effectiveness. Strategy's Expected Result/Impact: At least 75% of eligible TIA teachers will receive a designation. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Bee Cave Elementary will hold bi-monthly extended planning sessions for all grade-level teachers outside of their conference times. The dedicated PLC time will be used to monitor student data, plan differentiated lessons and flexible small groups, write common assessments, and holding MTSS meetings. Strategy's Expected Result/Impact: Bee Cave Elementary will receive a minimum of one TEA distinction. Staff Responsible for Monitoring: Principal Assistant Principals instructional Coach Teachers Support Staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Bee Cave Elementary will provide ongoing, job-embedded professional learning aligned with the Lake Travis ISD District Power Moves/T-TESS Rubric to strengthen instructional practices and ensure consistent implementation of high-quality, standards-aligned instruction. Professional learning will be differentiated based on campus observation trends, student performance data, and teacher needs. Strategy's Expected Result/Impact: At least 90% of the identified goal implementation is evident throughout walk-throughs and PLC conversations. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Bee Cave Elementary will use distinction indicators as rigor benchmarks, prioritizing movement in Grade 3 RLA/mathematics Masters, Grade 4 RLA/mathematics Masters, Grade 5 RLA/mathematics Masters, and Grade 5 science Masters. Strategy's Expected Result/Impact: Bee Cave Elementary will move at least three more reporting categories into Q1 and move Q4's up based on distinction indicators. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Bee Cave Elementary teachers will utilize district assessment data, classroom formative assessments, and IXL to identify the academic needs of economically disadvantaged students and implement differentiated instruction, targeted intervention, and progress monitoring through the PLC process. Strategy's Expected Result/Impact: Increase STAAR Relative Performance component score from 72 to at least an 80. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Lake Travis Independent School District

Lake Travis High School

2026-2027 Formative Reviews with Notes



Mission Statement

We are a professional learning community that will ensure all Cavaliers **RIDE** to become contributing and empowered members of the community.

Vision

Lake Travis High School maximizes the potential of each Cavalier.

Value Statement

Respect

Treating people, places, things in a positive manner.

I matter.

I will appreciate and value myself and others.

Integrity

Following the LTHS Honor Code

I will be honest - seeking and telling the truth.

Dedication

Utilizing a strong work ethic and taking ownership of what needs to be done

I believe my hard work will strengthen my character and will accept the consequences of my actions.

Engagement

Being an active participant in LTHS and our surrounding community offering and continuously developing leadership skills.

I will be a positive influence on my campus and my community by connecting with my environment.

I will inspire others to exemplify the best of the Cavalier **RIDE**.

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Goals

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 1: Financial Responsibility and Sustainability: We will ensure long-term fiscal health through disciplined financial management, strategic resource alignment, and transparent monitoring systems that maximize efficiency and ensure resources are aligned to meet identified priorities and student needs.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Meet or exceed all Board-approved financial standards each year.

Ensure at least 92.5% of district spending directly supports student learning, long-range planning, and long-term sustainability.

Maintain strong financial health, as shown by clean annual audits, healthy fund balances, and responsible per-student spending.

Strategy 1 Details	Reviews	
Strategy 1: The principal and campus leadership team will conduct quarterly reviews of campus discretionary expenditures to verify alignment with CIP priorities, including mathematics achievement/growth, intervention, CCMR, student engagement, and staff development. Strategy's Expected Result/Impact: 100% of significant discretionary expenditures will be reviewed quarterly and documented as aligned to an identified campus priority. Staff Responsible for Monitoring: Principal; Associate Principals; Campus Bookkeeper	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 2: Operational Alignment and Efficiency: We will ensure district operations are reliable, efficient, and responsive by implementing consistent processes, maintaining systems proactively, and regularly monitoring performance to support high-quality service.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve and maintain high-performing operations across all departments by meeting or exceeding annual gains in efficiency, as measured by reduced processing time, cost savings, or reallocation of resources to higher-priority needs.

Ensure 100% of facilities meet or exceed established safety compliance standards, as measured through routine inspections and audits.

Conduct reviews across all departments, documenting findings, action steps, measurable improvements, and evidence of impact through defined performance metrics aligned to student needs and district priorities.

Strategy 1 Details	Reviews	
Strategy 1: Implement a predictable campus communication structure for students, staff, and families, including scheduled principal communication, timely academic/program updates, and coordinated communication of campus events and expectations. Strategy's Expected Result/Impact: At least 90% of scheduled campus communications will occur according to the established year at a glance. Staff Responsible for Monitoring: Principal; Associate Principals; Lead Counselor	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Conduct required safety drills and routine campus safety reviews, with identified deficiencies assigned, documented, and followed through to resolution Strategy's Expected Result/Impact: 100% of required drills will be completed, and 100% of identified campus safety deficiencies will be assigned for corrective action. Staff Responsible for Monitoring: Principal; Associate Principal for Operations; Campus Officer; Safety Monitors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Campus administrators will review discipline data each grading period by location, offense, student group, and repeat occurrence to identify patterns and implement targeted supervision, restorative, behavioral, or administrative responses. Strategy's Expected Result/Impact: Repeat disciplinary referrals will decrease at least 10% from the first-semester baseline during the second semester. Staff Responsible for Monitoring: Associate Principals; Assistant Principals; Counselors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Provide structured opportunities for families to understand graduation requirements, academic supports, advanced coursework, CCMR pathways, student wellness resources, and postsecondary planning. Strategy's Expected Result/Impact: At least four targeted family-engagement opportunities will be conducted, with participation and feedback reviewed by campus leadership. Staff Responsible for Monitoring: Principal; Counselors; College/Career Counselor; Department Chairs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 1: Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

Performance Objective 3: Strong Workforce: We will recruit, support, and retain high-quality staff across the district.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Position compensation for each department to align with or exceed market competitiveness relative to surrounding districts.

Meet or exceed at least 85% staff retention.

Optimize workforce staffing model to maintain job vacancy rates at or below 3% across all positions.

Ensure at least 90% of staff meet or exceed performance expectations.

Provide leadership pathways that strengthen and grow a high-performing workforce through aligned professional learning, coaching, and capacity-building supports, driving retention across all departments.

Strategy 1 Details	Reviews	
Strategy 1: Use early staffing projections and targeted recruitment for anticipated shortage/high-need teaching areas, with particular attention to mathematics, science, special education, and other difficult-to-fill certifications. Strategy's Expected Result/Impact: 100% of identified vacancies will be actively recruited and screened promptly .	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement structured new-teacher/teacher-new-to-LTHS support and conduct midyear staff feedback to identify campus conditions requiring leadership response. Strategy's Expected Result/Impact: 100% of new-to-LTHS teachers will receive assigned support and documented quarterly check-ins. Staff Responsible for Monitoring: Principal; Associate Principals; Department Chairs; mentors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 1: Student Readiness (PK-12): We will ensure all students develop the knowledge, skills, and competencies needed at each stage of their PK-12 experience through strong academic foundations and aligned learning experiences.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Achieve 90% or higher performance on key readiness indicators, including:

- Early literacy (K-3 reading proficiency)
- Early numeracy (K-3 math proficiency)
- State assessment performance (meets or exceeds grade level)
- College, Career, and Military Readiness (CCMR) indicators

Reduce achievement gaps between student groups by at least 50%.

Strategy 1 Details	Reviews	
Strategy 1: English I, English II, Algebra I, Biology, and U.S. History PLCs will identify priority TEKS and students below projected performance after each common assessment and implement a documented reteach/reassess cycle. Strategy's Expected Result/Impact: Mathematics Meets will reach at least 70%; each tested course will demonstrate fall-to-spring improvement in common-assessment Meets/Masters performance Staff Responsible for Monitoring: Associate Principal for Instruction; Department Chairs; Instructional Coach	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Campus will implement a structured campus-wide Flex Time schedule to provide targeted, data-driven academic intervention and reteaching for students identified as below projected performance on common assessments. Strategy's Expected Result/Impact: Academic Growth will increase from 69 to at least 75, with a decreasing percentage of monitored students earning zero growth points due to timely, during-the-school-day intervention. Staff Responsible for Monitoring: Associate Principal for Instruction; Department Chairs; Instructional Coaches; Classroom Teachers	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Content and intervention teams will specifically monitor Economically Disadvantaged students by course and TEKS, with targeted instructional response for students below Meets trajectory. Strategy's Expected Result/Impact: Mathematics Meets will increase from 28% to at least 35%, with measurable improvement from the 44% RLA Meets and 51% all-subject Meets baselines. Staff Responsible for Monitoring: Associate Principal for Instruction; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Teachers serving EB students will integrate language supports into grade-level instruction and review individual content/language performance during PLC intervention cycles. Strategy's Expected Result/Impact: Mathematics Meets will increase from 27% to at least 35%, with measurable improvement from the 41% RLA Meets baseline. Staff Responsible for Monitoring: Associate Principal for Instruction; EB staff; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: General and special education teachers will collaboratively review accommodations, student work, common assessments, and IEP progress for students below grade-level expectations and adjust instructional supports before the next assessment cycle. Strategy's Expected Result/Impact: Mathematics Meets will increase from 25% to at least 32%, with measurable improvement from the 39% RLA Meets and 43% all-subject Meets baselines. Staff Responsible for Monitoring: Associate Principal for Instruction; Special Education staff; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 2: Student Wellness, Resilience, and Engagement: We will support the whole child by fostering safe, connected, and engaging learning environments that promote wellness, resilience, and a strong sense of belonging.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Increase positive response rates on student surveys measuring safety, belonging, and engagement by at least 30%.

Reduce chronic absenteeism by 50% from baseline across all student groups.

Increase student participation in extracurricular, co-curricular, leadership, and service opportunities to at least 90% of students annually as measured by number of students participating in fine arts, CTE, student leadership groups, athletics, academic organizations, and events such as science fair, Destination Imagination, and others.

Ensure 100% of campuses implement and monitor social-emotional learning aligned to the learner profile.

Strategy 1 Details	Reviews	
Strategy 1: Implement a comprehensive counseling program with grade-level academic, social-emotional, and postsecondary supports. Strategy's Expected Result/Impact: Counseling services and planned grade-level supports will be implemented according to the campus counseling calendar and reviewed each formative period. Staff Responsible for Monitoring: Lead Counselor; counseling team; campus administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Implement student/staff prevention education, threat-assessment procedures, reporting systems, and intervention follow-up. Strategy's Expected Result/Impact: 100% of required threat-assessment and prevention procedures will be completed and documented according to district protocols. Staff Responsible for Monitoring: Campus administration; counselors; Campus Officers; district safety staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Coordinate campus health services, prevention education, emergency response, and student wellness supports. Strategy's Expected Result/Impact: Required campus health services and wellness supports will be implemented and monitored throughout the school year. Staff Responsible for Monitoring: Campus Nurse; administration; counselors	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Monitor attendance weekly and initiate rapid outreach and intervention for students demonstrating emerging attendance concerns. Strategy's Expected Result/Impact: Campus attendance will increase from 94.3% to at least 95.0%. Staff Responsible for Monitoring: Associate Principal for Operations; Attendance Staff; Counselors; Assistant Principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Identify students who are chronically absent or on track to become chronically absent at least every three weeks and implement tiered attendance intervention. Strategy's Expected Result/Impact: Chronic absenteeism will decrease from 15% to 12%. Staff Responsible for Monitoring: Associate Principal for Operations; Attendance Staff; Counselors; Assistant Principals	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 6 Details	Reviews	
Strategy 6: Establish a baseline for Class of 2029 participation in athletics, fine arts, clubs, CTE organizations, and other extracurricular/co-curricular activities and use the campus student survey to measure belonging and connection. Strategy's Expected Result/Impact: Student participation and belonging will improve from the fall campus baseline with a cohort goal of 80% participation. Staff Responsible for Monitoring: Principal; activity sponsors/directors; counselors; campus leadership	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Performance Objective 3: Postsecondary Pathways and Outcomes: We will ensure all students have access to aligned pathways and graduate with the knowledge, skills, and experiences needed to successfully pursue their postsecondary goals

- Evaluation Data Sources:** By 2031, Lake Travis ISD will:
- Achieve 90% or higher CCMR attainment across all student groups.
 - Increase participation in advanced academics and CTE by 25% for all secondary students.
 - Ensure 100% of students develop and annually update a personalized graduation and postsecondary plan.

Strategy 1 Details	Reviews	
Strategy 1: Maintain a student-level CCMR tracker beginning no later than grade 10 that identifies each student's earned and potential CCMR indicators and assigns next actions. Strategy's Expected Result/Impact: At least 90% of students will be projected/verified as meeting a CCMR indicator. Staff Responsible for Monitoring: Associate Principal for Instruction; Counselors; CTE leadership; campus administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Use course-selection data to identify academically prepared students not participating in advanced coursework and conduct targeted student/family outreach. Strategy's Expected Result/Impact: Participation/completion will increase from 2026 baselines in targeted advanced/dual-credit areas. Staff Responsible for Monitoring: Counselors; Advanced Academics staff; Department Chairs	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Identify at-risk students without a confirmed CCMR pathway and prioritize access to aligned CTE programs, concentrator/completer sequences, and qualifying IBC opportunities. Strategy's Expected Result/Impact: 100% of identified seniors without CCMR credit will have a documented pathway/action plan by the end of September. Staff Responsible for Monitoring: Associate Principal for Instruction; Lead Counselor; Counselors; Campus Administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 4 Details	Reviews	
Strategy 4: Use assessment results to identify individual RLA/math readiness gaps and provide targeted preparation, testing opportunities, and retesting. Strategy's Expected Result/Impact: The percentage meeting TSI criteria in both RLA and mathematics will increase from 66% to at least 72%. Staff Responsible for Monitoring: Associate Principal for Instruction; College/Career staff; Counselors; testing coordinator; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 5 Details	Reviews	
Strategy 5: Counselors will review graduation and CCMR status with students using an individual graduation/readiness plan, prioritizing students without a confirmed graduation or CCMR pathway. Strategy's Expected Result/Impact: 100% of students will have a documented graduation/CCMR status review. Staff Responsible for Monitoring: Counselors; College/Career staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 1: Strong and Aligned Curriculum: We will deliver a high-quality, standards-aligned curriculum that ensures consistency and rigor across all grade levels and content areas.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Maintain a high-quality, standards-aligned curriculum through annual review and updates to ensure continued alignment with TEKS and other applicable standards across all grade levels and content areas.

Ensure all classrooms are aligned to state standards, guidelines, and instructional expectations supported by district curriculum, as evidenced by walkthrough data and instructional artifacts.

Strategy 1 Details	Reviews	
Strategy 1: Administrators and instructional leaders will conduct frequent instructional walkthroughs focused on alignment, rigor, checks for understanding, student cognitive demand, and response to evidence of learning, followed by actionable teacher feedback. Strategy's Expected Result/Impact: 100% of teachers will receive documented instructional feedback each semester, with campus walkthrough data demonstrating improvement in identified instructional look-fors. Staff Responsible for Monitoring: Campus Administration; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Use classroom referral and walkthrough data to identify classrooms or settings requiring support with engagement, routines, relationships, and classroom management. Strategy's Expected Result/Impact: Repeat classroom-managed behavior patterns will decrease and walkthrough evidence will show increased consistency in classroom expectations. Staff Responsible for Monitoring: Campus administration	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 2: Teacher Support and Professional Learning: We will provide teachers with high-quality professional learning and ongoing support that improves classroom instruction and positively impacts student outcomes.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Strengthen instructional practice through targeted professional learning, ongoing coaching, and actionable feedback aligned to district priorities, as evidenced by student assessment data, observation data, and educator feedback, so that at least 50% of eligible teachers earn a Teacher Incentive Allotment (TIA) designation.

Strategy 1 Details	Reviews	
Strategy 1: Content teams will analyze common-assessment and student-work evidence to determine whether students are maintaining/improving performance levels and adjust upcoming instruction accordingly. Strategy's Expected Result/Impact: Academic Growth will increase from 69 to at least 75. Staff Responsible for Monitoring: Associate Principal for Instruction; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Professional learning will be selected based on documented campus instructional needs, with follow-up walkthroughs and PLC evidence used to determine implementation. Strategy's Expected Result/Impact: Professional learning priorities will show evidence of implementation in walkthroughs, PLC artifacts, and student outcomes. Staff Responsible for Monitoring: Principal; Associate Principal for Instruction; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 3 Details	Reviews	
Strategy 3: Support eligible teachers in understanding student-growth measures, instructional expectations, and evidence associated with the district's TIA system. Strategy's Expected Result/Impact: Eligible teachers will receive required TIA information and support aligned with district timelines and processes. Staff Responsible for Monitoring: Principal; district TIA staff; campus instructional leadership	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

Performance Objective 3: Student Achievement and Engagement: We will advance student achievement through engaging, relevant learning experiences that promote critical thinking and real-world application.

Evaluation Data Sources: By 2031, Lake Travis ISD will:

Ensure all classrooms provide engaging, relevant learning experiences that require students to apply critical thinking and demonstrate real-world application. Student learning will be evidenced through performance-based assessments, student artifacts, state assessments, district curricular assessments, and ongoing progress monitoring.

All campuses will earn an A rating in relative performance, with each campus earning multiple distinctions.

Strategy 1 Details	Reviews	
Strategy 1: Department leadership will monitor comparison-group indicators with realistic opportunity for movement into Q1, prioritizing academic outcomes rather than pursuing distinctions as stand-alone activities. Strategy's Expected Result/Impact: The number of Q1 indicators in RLA, mathematics, science, and postsecondary readiness will increase from 2026 levels. Staff Responsible for Monitoring: Principal; Associate Principal for Instruction; Department Chairs; Instructional Coaches	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
Strategy 2: Campus leadership will monitor STAAR, CCMR, and subgroup outcomes against both campus targets and comparable-campus performance. Strategy's Expected Result/Impact: Relative Performance will increase from 80 to at least 85 through improvement in STAAR and CCMR outcomes. Staff Responsible for Monitoring: Principal; campus leadership; Department Chairs; College/Career staff	Oct	October Evidence of Progress
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		

District & Campus Improvement Plans



District Improvement Plan



District Improvement Plan



- ❖ **Goal 1–All-In Stewardship for Student Success:** Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.
 - Financial Responsibility and Sustainability
 - Operational Alignment and Efficiency
 - Strong Workforce
- ❖ **Goal 2– Future-Ready Students:** Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.
 - Student Readiness (PK–12)
 - Student Wellness, Resilience, and Engagement
 - Postsecondary Pathways and Outcomes
- ❖ **Goal 3– Excellence in Teaching, Learning, and Innovation:** Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.
 - Strong and Aligned Curriculum
 - Teacher Support and Professional Learning
 - Student Achievement and Engagement

Campus Improvement Plans



Campus Improvement Plans



❖ **Goal 1- All-In Stewardship for Student Success:** Build and maintain strong, reliable systems that support student success, empower staff, and ensure responsible use of district resources over time.

- Performance Objective 1 Strategies:
 - Budget Efficiency
- Performance Objective 2 Strategies:
 - Communication/ Community Relations
 - Safety and Security
 - Discipline Management System
 - Parental Involvement
- Performance Objective 3 Strategies:
 - Recruitment
 - Retention

Campus Improvement Plans



❖ **Goal 2– Future–Ready Students:** Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Elementary Schools–

- Performance Objective 1 Strategies:
 - HB3 Reading & Math
 - Meets & Masters Performance
 - Closing the Gaps (Special Education, Emergent Bilingual, & Economically Disadvantaged)
- Performance Objective 2 Strategies:
 - School Counseling Program
 - Violence prevention and intervention
 - School Health Program
 - Attendance
 - Student participation in campus activities
- Performance Objective 3 Strategy:
 - Postsecondary pathways

Campus Improvement Plans



❖ **Goal 2– Future–Ready Students:** Prepare all students for future success by building strong foundations and providing clear pathways that support lifelong readiness, empowering them to reach their full potential.

Middle Schools and High School–

- Performance Objective 1 Strategies:
 - Meets & Masters Performance
 - College, Career, and Military Ready
 - Dropout prevention
 - Closing the Gaps (Special Education, Emergent Bilingual, & Economically Disadvantaged)
- Performance Objective 2 Strategies:
 - School Counseling Program
 - Violence prevention and intervention
 - School Health Program
 - Attendance
 - Student participation in campus activities
- Performance Objective 3 Strategies:
 - College Ready
 - Career Ready

Campus Improvement Plans



❖ **Goal 3– Excellence in Teaching, Learning, and Innovation:** Ensure every student experiences high-quality, engaging, and innovative teaching and learning that builds critical thinking, creativity, problem-solving, and real-world application, preparing them for success in a complex, evolving world.

- Performance Objective 1 Strategies:
 - Feedback to teachers
 - Discipline
- Performance Objective 2 Strategies:
 - Student Growth
 - Teacher Incentive Allotment Designations
 - Staff Development
- Performance Objective 3 Strategies:
 - Campus Distinctions
 - Relative Performance

Questions?



Lake Travis Elementary Local Improvement Plan



Lake Travis Elementary



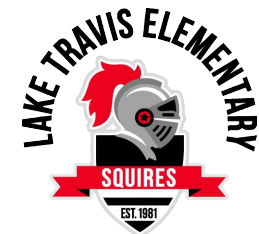
2024

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		70	C	
Student Achievement		71	C	70%
STAAR Performance	42	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		68	D	0%
Academic Growth	61	68	D	✓
Relative Performance (Eco Dis: 45.6%)		58	F	
Closing the Gaps	25	66	D	30%

2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		76	C	0%
STAAR Performance	48	76		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 49.3%)		72	C	
Closing the Gaps	58	79	C	30%

2027–Year of the Squire



Lake Travis Elementary



- ❖ Lake Travis Elementary has been identified for Targeted Support and Improvement (TSI) under federal accountability pursuant to the Every Student Succeeds Act (ESSA), 20 U.S.C. §6311(d)(2), and is therefore required by the Texas Education Agency to develop and implement a board-approved Local Improvement Plan (LIP).
- ❖ Targeted area:
 - Economically disadvantaged student performance:
 - Academic Achievement: Reading/ Language Arts
 - 2026- 34% 2027 Target- 35%
 - Academic Achievement: Mathematics
 - 2026- 31% 2027 Target- 40%
 - Student Success (Student Achievement Domain Score)
 - 2026- 32 2027 Target- 38
- ❖ Lake Travis Elementary's LIP is embedded within the campus's 2026–2027 Campus Improvement Plan and incorporates the required evidence-based improvement strategies.

Lake Travis Elementary



❖ Texas Instructional Leadership Framework

➤ **Schoolwide Culture Routines**

- Culture of student achievement and high expectations
- Implement and monitor schoolwide routines and procedures

➤ **Materials Internalization and Alignment**

- Invest and coach teachers in effective utilization of High Quality Instructional Materials

➤ **Observation and Feedback**

- Develop strong systems for regular teacher observation and timely feedback

➤ **Data Driven Instruction**

- Conduct effective data meetings with campus teams
- Create targeted reteach plan focused solely on students' gaps





Observation and Feedback Process

- Conduct classroom observations to monitor the implementation of the district's guaranteed and viable curriculum, approved instructional resources, and high-impact instructional practices
- Provide consistent ongoing instructional coaching and follow-up support
- Facilitate collaborative data meetings with teams
- Develop job embedded professional development to support implementation of high-quality, standards-aligned instruction.
- Utilize district assessment data, classroom formative assessments to identify the academic needs and implement differentiated instruction, targeted intervention, and progress monitoring

DIP/ CIP/ LIP Review Timeline



Formative Reviews

- October
- December
- March



Summative Review

- June

Questions?





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of Certificate of Compliance with Texas Education Code Section 39.008, as enacted by Senate Bill 12 (89th Legislative Session)

RECOMMENDED ACTION

Administration recommends approval of the District's Certification of Compliance under Texas Education Code § 39.008, certifying that Lake Travis ISD is in compliance with Education Code §§ 11.005 and 28.0022, and authorization for the Superintendent to submit the approved certification to the Texas Education Agency not later than September 30, 2026, as presented.

RATIONALE

Senate Bill 12 from the 89th Legislature requires an annual compliance certification. Not later than September 30 of each year the Superintendent shall certify to the Texas Education Agency that the District is in compliance with Education Code § 11.005, which prohibits diversity, equity, and inclusion duties, and with the instructional requirements and prohibitions of Education Code § 28.0022.

The certification must include a description of the policies and procedures required by Education Code §§ 11.005(c) and 28.0022(h) and the manner in which District employees and contractors were notified of them; any existing policies, programs, procedures, or trainings that were altered to ensure compliance with §§ 39.008, 11.005, or 28.0022; and any cost savings resulting from actions taken to comply. The attached certification addresses each of the three required elements.

The District implemented these requirements through Policy BT(LEGAL) and CJ(LOCAL) - Contracted Services, adopted by the Board on December 17, 2025, which together prohibit District employees, contractors, and volunteers from being assigned diversity, equity, and inclusion duties, prohibit third-party instruction regarding sexual orientation or gender identity in prekindergarten through grade 12, and establish discipline up to termination with appeal rights under board policy. Notice of these policies was provided to District employees and to current District vendors and contractors, and the notice and policies have been incorporated into the vendor onboarding packet.

Board approval of the certification is itself a statutory requirement. Under BT(LEGAL), the certification required by Education Code § 39.008(a) must be approved by a majority vote of the Board at a public meeting that includes an opportunity for public testimony and for which notice was posted on the District's website at least seven days before the date on which the meeting is held. The public comment portion of this meeting satisfies the public testimony requirement, and the required website notice was posted on September 8, 2026.

Approval allows the Superintendent to submit the certification to TEA within the statutory deadline and completes the District's annual compliance obligation under Senate Bill 12.

BUDGET PROVISIONS

None



RESOURCE PERSONNEL

Chad Crowson – General Counsel

Dr. Curtis Null – Superintendent of Schools

ATTACHMENTS

Lake Travis ISD Certification of Compliance, Texas Education Code § 39.008

MEETING DATE

September 16, 2026

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Lake Travis Independent School District

County-District Number (CDN): 227-913

Superintendent/CEO Name: Dr. Curtis Null

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

(Please see attached supplement.)

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? ☒ Yes ☐ No

If yes, describe or attach a copy of the changes below.

(Please see attached supplement.)

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes ☒ No

Total cost savings: \$ 0

If yes, describe or attach a copy of the cost savings.

N/A

Section 5: Board Approval

Date of Board/Governing Body Meeting: September 16, 2026

Meeting notice was posted on LEA website at least seven days in advance: ☒ Yes ☐ No

Public testimony opportunity provided during meeting: ☒ Yes ☐ No

Certification approved by majority vote: ☒ Yes ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20____.

Notary Public, State of Texas

SUPPLEMENT TO TEC § 39.008: CERTIFICATION OF COMPLIANCE WITH CERTAIN LAWS REQUIRED

Section 2

The District's policies and procedures required by Texas Education Code §§ 11.005(c) and 28.0022(h) are set out in the following Board policies. The LEGAL provisions state the statutory prohibitions, notice duties, and due process requirements. The LOCAL provisions, adopted by the Board on December 17, 2025, establish the District's discipline and appeal procedures.

Prohibited conduct. Policy BT(LEGAL) – Prohibition on Diversity, Equity, and Inclusion Activities defines diversity, equity, and inclusion duties, prohibits the District from assigning those duties to any person, prohibits employees, contractors, and volunteers from engaging in them, and identifies the activities that are not prohibited. Policy EMB(LEGAL) – Miscellaneous Instructional Policies: Teaching About Controversial Issues states the instructional requirements and prohibitions under Texas Education Code § 28.0022, including the treatment of controversial topics, the prohibited concepts, restrictions on credit for political activism and advocacy, and the protection for reasonable student discussion.

Discipline and notice duties. Policy DF(LEGAL) – Termination of Employment states the District's obligations under Texas Education Code §§ 11.005(c) and (d) and 28.0022(h) as to employees and contractors, including the duty to provide a physical and electronic copy of the policy and procedure to each employee and contractor and the requirement that discipline afford adequate due process and an opportunity to appeal in the same manner provided for other disciplinary actions. Policy CJ(LEGAL) – Contracted Services states the same duties as to District contractors. Policy BJA(LEGAL) – Superintendent: Qualifications and Duties states the Superintendent's annual certification duty under Texas Education Code § 39.008(a).

District procedures. Policy DH(LOCAL) – Employee Standards of Conduct prohibits an employee from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law, and provides that an employee who intentionally or knowingly engages in or assigns to another individual diversity, equity, and inclusion duties is subject to disciplinary action, including termination of employment. Policy CJ(LOCAL) – Contracted Services applies the same prohibitions to District contractors, provides that the contract is subject to termination, and preserves the contractor's right to appeal under Policy GF(LOCAL) – Public Complaints. Policy DFBB(LOCAL) – Term Contracts: Nonrenewal includes both categories of conduct among the Board-adopted reasons for proposed nonrenewal of a term contract.

Due process and appeal. Employees receive the same due process and appeal rights for discipline under these policies as for any other disciplinary action, through Policies DFAA(LOCAL) – Probationary Contracts: Suspension/Termination During Contract, DFBA(LOCAL) – Term Contracts: Suspension/Termination During Contract, DFBB(LOCAL) – Term Contracts: Nonrenewal, and DGBA(LOCAL) – Personnel-Management Relations: Employee Complaints/Grievances. Contractors appeal under Policy GF(LOCAL) – Public Complaints.

Notification of employees. The District provided each employee both an electronic and a physical copy of the notice and the governing policies. Electronically, the District distributed a written Employee Notice describing the prohibitions under Texas Education Code §§ 11.005 and 28.0022, together with copies of Policies BT(LEGAL), EMB(LEGAL), and DH(LOCAL), through the District's Frontline system on August 21, 2026, where each employee reviewed the materials and recorded an electronic acknowledgment. Acknowledgment records are maintained by the Human Resources Department.

Physically, campus principals and department supervisors distributed a printed copy of the Employee Notice and the enclosed policies to each employee under their supervision between August 21, 2026 and August 25, 2026, by placement in the employee's District mailbox or by hand delivery. Each supervisor recorded the recipients on an Employee Distribution Roster and executed a written Certification of Distribution, which are maintained by the Human Resources Department. The Employee Notice and the enclosed policies have also been incorporated into the District's new employee onboarding materials.

Notification of contractors. Between August 20 and August 27, 2026, the District's Business Services Department provided each District contractor, electronically and in printed form delivered via postal mail, a written notice describing the prohibitions under Texas Education Code §§ 11.005, 28.0022, and 28.0043, the contractor's exposure to discipline including contract termination for an intentional or knowing violation, and the contractor's right to due process and appeal under Policy CJ(LOCAL) – Contracted Services and Policy GF(LOCAL) – Public Complaints. The notice enclosed copies of Policies BT(LEGAL), EMB(LEGAL), CJ(LEGAL), CJ(LOCAL), and GF(LOCAL). The Chief Financial Officer executed a written Certification of Distribution to Contractors identifying the source of the contractor list and the delivery methods used, with the contractor distribution list attached. The same notice and policies have been incorporated into the onboarding packet provided to all new District vendors and contractors.

Section 3

The Board adopted revisions to Policies DH(LOCAL) – Employee Standards of Conduct, CJ(LOCAL) – Contracted Services, and DFBB(LOCAL) – Term Contracts: Nonrenewal on December 17, 2025, adding the prohibitions on diversity, equity, and inclusion duties and on instruction, guidance, activities, and programming prohibited by law, together with the associated discipline, termination, and appeal provisions. Policies BT(LEGAL) and EMB(LEGAL) were also updated, effective October 31, 2025.

The District also revised its 2026-2027 Employee Handbook to incorporate the prohibitions and discipline provisions required by Texas Education Code §§ 11.005 and 28.0022; developed and distributed a written Employee Notice and a written contractor notice describing those prohibitions in detail; established a documented distribution and acknowledgment process for both employees and contractors, including electronic acknowledgment through the District's Frontline system and written supervisor certifications of physical distribution; and revised both its new employee onboarding materials and its vendor and contractor onboarding packet to include the notice and copies of the governing policies.



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the August 19, 2026, Regular Board Meeting Minutes

RECOMMENDED ACTION

Administration recommends approval of the August 19, 2026, Regular Board Meeting Minutes.

RATIONALE

Under Policy BE(LOCAL), Board action is recorded by the Board Secretary or clerk, and when approved the minutes serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Suzanne Kelbaugh – Executive Assistant to the Superintendent of Schools

ATTACHMENTS

August 19, 2026, Regular Board Meeting Minutes

MEETING DATE

September 16, 2026

Minutes of Board Meeting

The Board of Trustees

Lake Travis Independent School District

A meeting of the Board of Trustees of Lake Travis Independent School District was held on August 19, 2026, beginning at 6:00 p.m. in the Educational Development Center, Live Oak Room, 607 RR 620 North, Austin, Texas 78734.

Call to Order

Board President Lauren White called the meeting to order at 6:02 p.m.

Quorum Determination

Trustees in attendance were Lauren White, Jonathan Bove, Erin Archer, Dr. Tiffany Bennett, and Kris Woodcock. Trustee Dr. Phillip Davis was absent.

Pledge of Allegiance and Moment of Silence

Michael Drinkwater led the Pledge of Allegiance. A moment of silence was then observed.

Recognitions

- **Texas Art Educators Association 2025–2026 District of Distinction**

The Texas Art Education Association (TAEA) recently announced that Lake Travis ISD is the recipient of a 2025-2026 District of Distinction Award.

According to TAEA, the state's largest professional organization for art educators in the United States, the prestigious award recognizes districts for providing a well-rounded education that advocates and integrates visual arts curriculum to inspire creativity and build social emotional learning. Specifically, the recognition places Lake Travis ISD among the top 9% of school districts in Texas for visual arts education—and marks the fourth consecutive year the district has earned this honor.

Out of more than 1,200 eligible districts, only 109 met the rigorous 14-point rubric required for distinction. This comprehensive evaluation highlights excellence in areas such as student participation, educator involvement in TAEA, exhibitions, competitions, community engagement, and cross-curricular collaboration. LTISD's visual arts programs continue to demonstrate exceptional commitment to providing high-quality learning experiences for students at all grade levels.

Lake Travis ISD will be officially recognized on November 13 during the TAEA Fall Conference in Galveston.

Special Recognition.

- **Lake Travis High School Baseball – Coach of the Year – Ryan Rogers**

Lake Travis High School Head Baseball Coach Ryan Rogers has been named the 2025–2026 Texas High School Coaches Association (THSCA) Baseball Coach of the Year, THSCA Boys Coach of the Year, THSCA Region 8 6A Coach of the Year, and the Austin

American-Statesman 2026 All-Central Texas Coach of the Year. He was also named District 26-6A Coach of the Year for the third consecutive year (2024–2026).

In his fifth year as head coach, Rogers led the Cavaliers to three consecutive district championships and the program's first-ever appearance in the state championship game, finishing as the 2026 Class 6A State Runner-Up. The achievement marked Lake Travis' fourth trip to the Texas state tournament and Rogers' third appearance with the program.

With nearly two decades of coaching experience, Rogers has recorded 113 wins (.720 winning percentage) as head coach, including 23 playoff victories, and has been part of 194 total wins during his eight seasons with the Lake Travis program.

Special Recognition.

- **Lake Travis High School FFA – Advisor of the Year – Kelly White**

Lake Travis High School FFA Advisor Kelly White was honored with the prestigious E.R. Alexander Volunteer Leadership Award at the 98th Annual Texas FFA Convention held in July in Fort Worth.

Named for Dr. E.R. Alexander, recognized as the father of Texas FFA, the award honors individuals whose lifelong dedication, leadership, and service have made a lasting impact on agriculture and agricultural education.

Mr. White is recognized for his commitment to developing student leaders and his longstanding service to the Lake Travis High School FFA program. His dedication continues to positively impact generations of Cavaliers and exemplifies the values of leadership and service celebrated by the E.R. Alexander Award.

Special Recognition.

- **Lake Travis Education Foundation (LTEF) Check Presentation**

The Lake Travis Education Foundation (LTEF) is a nonprofit organization and valued partner of Lake Travis ISD that supports the District's mission by funding enrichment programs, classroom grants, student scholarships, and instructional enhancement tools that fall outside the core requirements established by the Texas Education Agency.

During the 2025–2026 school year, LTEF expanded its mission to include funding district staff positions in response to the challenges facing Texas public school finance and the needs of Lake Travis ISD. At the request of Superintendent Dr. Curtis Null, LTEF provided \$250,000 to preserve seven full-time staff positions during the 2025–2026 school year, marking a significant first step in this expanded mission.

LTEF President Kris Devlin will present a \$500,000 check to the Lake Travis ISD Board of Trustees in support of the District's ongoing efforts to provide quality educational programs and retain talented educators.

LTEF Board of Directors for the 2025-2026 school year include the following volunteers:

- Kris Devlin, President
- Anthony Eppert, President Elect
- Christy Black, Secretary
- Brian Prehn, Treasurer
- Amy Hanken, Vice President
- Courtney Hohl, Vice President
- Glenn Robertson, Vice President
- Anant Bafna, Board Member
- Blair Beard, Board Member
- Samantha Bloomquist, Board Member
- Ross Breaux, Board Member
- Erin Brown, Board Member
- Tamara Crawford, Board Member
- Heather Davis, Board Member
- Dave Delaria, Board Member
- Christol Farris, Board Member
- Ashley Gilbert, Board Member
- Katie Herries, Board Member
- Annmarie Hatfield, Board Member
- Sara Jenkins, Board Member
- Kelti Late, Board Member
- Brandon Lester, Board Member
- Tracy Mendez, Board Member
- Kyle Morgan, Board Member
- Myles Naso, Board Member
- Guy Oberg, III, Board Member
- Ian Powell, Board Member
- Lee Sawyer, Board Member
- John Severance, Board Member
- Tom Wiri, Board Member
- Gary Wolff, Board Member

Special Recognition.

Public Comments/Citizen Participation

1. Vivian Belew – Kindness Campaign

Discussion/Presentation Items

- **Presentation and Discussion of 2026 State Accountability Ratings**

Kathy Burbank, Director of Accountability and Assessment, presented a review of the state accountability system, ratings and data for the 2025–2026 school year.

Accountability information was released to the public by the Texas Education Agency (TEA) on August 14, 2026. Reports can be found at <https://txschools.org/>.

Presentation Only.

- **Presentation and Discussion of the Texas School Safety Center (TxSSC) Three – Year District Audit Report (DAR)**

Dr. Bethany Medford, Deputy Superintendent, presented the results of the District's safety and security audit to the Board. In accordance with Texas Education Code § 37.108(b), at least once every three years each district shall conduct a safety and security audit of the district's facilities that includes a security review for each district facility.

The District must report the results of the audit to the Board and, in the manner required by the Texas School Safety Center (TxSSC), to the TxSSC, and must maintain a copy of the report signed by the Board and the Superintendent. Tex. Educ. Code §§ 37.108(c),

37.2091(b-1). Presentation of the District Audit Report (DAR) at this meeting satisfies the reporting requirement to the Board.

The substance of the audit is confidential by law. Except for the limited verification information described in Education Code § 37.108(c-2), any document or information collected, developed, or produced during a safety and security audit is not subject to public disclosure. The open session presentation is accordingly limited to confirming that the audit was completed, the date it was conducted, the entity who conducted it, and the date the results are presented to the Board. Detailed findings, including specific vulnerabilities, facility-level results, and the security measures the District has taken or plans to take in response, will be presented and deliberated in closed session.

Although referred to as an “audit,” the audit is best understood as an ongoing self-assessment rather than a one-time inspection. It identifies district, campus, and facility hazards, threats, and vulnerabilities, and drives improvements to the District's safety and security plans and processes. The TxSSC School Safety and Security Audit Toolkit supplied the audit procedures and facility checklists used, and the District's review was conducted by a third party listed on the approved TxSSC registry in collaboration with local first responders.

Presentation Only.

- **Presentation and Discussion of Proposed Local Policy Updates - First Reading**
Chad Crowson, General Council, presented that the LTISD Administration recommends adjustments to the following LOCAL policies in accordance with guidance received from TASB in Numbered Policy Update 127, together with one locally initiated revision to CO(LOCAL).

BJCF(LOCAL) – SUPERINTENDENT: NONRENEWAL

Recommended revisions align this policy with language at DFBB(LOCAL) regarding accommodation of disability and add the two nonrenewal reasons adopted in Update 126 that were prompted by Senate Bill 12 from the 89th Legislature.

CAA(LOCAL) – FISCAL MANAGEMENT GOALS AND OBJECTIVES:
FINANCIAL ETHICS

A cross-reference in the Note has been updated to reflect the restructuring of the DH series of policies described below. No substantive change.

CO(LOCAL) – FOOD AND NUTRITION MANAGEMENT

This is a locally initiated revision to ensure our policy is properly aligned to standard district practice. Education Code § 33.908 requires a district that uses meal cards or accounts to adopt a grace period policy allowing a student whose balance is exhausted or insufficient to continue purchasing meals for a period determined by the Board. The proposed revision extends the grace period beyond the time limit of four days set in the current version of CO(LOCAL). The requirement that no fees or interest be charged is retained, as Education Code § 33.908 does not permit the District to charge either. The

revision also adds a new Notification section directing the District to provide notice of the policy to parents and to District staff responsible for enforcement in accordance with recently developed administrative procedures.

DC(LOCAL) – EMPLOYMENT PRACTICES

The cross-reference at Employment Assistance Prohibited has been updated to reflect changes to the DH series. Because BJA(LOCAL) already establishes that the Superintendent may delegate responsibilities while remaining accountable to the Board, TASB recommends removing "or designee" from the Posting Vacancies section.

DH(LOCAL) – EMPLOYEE STANDARDS OF CONDUCT

The two cross-references to DH(EXHIBIT) have been revised to reflect the restructuring of the DH series described below.

DH(EXHIBIT) – EMPLOYEE STANDARDS OF CONDUCT

This exhibit is recommended for deletion. The Educators' Code of Ethics it contained is being recoded to the new DHA(LEGAL).

DP(LOCAL) – PERSONNEL POSITIONS

This policy is recommended for deletion. Its content is being split between two new codes: the principal qualification language moves to DPA(LOCAL) and the school counselor language moves to DPB(LOCAL).

DPA(LOCAL) – PERSONNEL POSITIONS: PRINCIPALS

This new policy houses the principal qualification language formerly at DP(LOCAL). Minor revisions at Qualifications align the text with the model job description provided by TASB HR Services. The list states the minimum items any principal posting would include, and additional qualifications may be added under the final item.

DPB(LOCAL) – PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

This new policy houses the school counselor language formerly at DP(LOCAL).

EHBB(LOCAL) – SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Recommended changes at Identification Criteria result from amendments to 19 Administrative Code 89.1.

FFF(LOCAL) – STUDENT WELFARE: STUDENT SAFETY

The definition of misconduct has been amended to incorporate provisions from Senate Bill 571 from the 89th Legislature and reformatted to improve readability. The subtopic name changes from Campus Safety to Student Safety.

FOCA(LOCAL) – PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

This policy is recommended for deletion because House Bill 6 from the 89th Legislature removed a district's authority to exempt itself from Chapter 37 student discipline requirements through a District of Innovation plan.

Presentation/Discussion only.

Consideration Items

- **Consideration of and Request for Adoption of Resolution 081926-01 regarding the 2026 Tax Rate**

The Board must adopt a tax rate by official action and set it out in an ordinance, resolution, or order. Under Policy CCG(LEGAL) - Local Revenue Sources: Ad Valorem Taxes, the Board must adopt a tax rate before the later of September 30 or the 60th day after the date the certified appraisal roll is received by the District. The vote setting the tax rate must be separate from the vote adopting the budget. Tex. Tax Code § 26.05(a), (b). The levy funds the maintenance and operations and the debt service of the District.

The Texas Education Agency has certified the District's maximum compressed rate at \$0.6254, which produces a voter-approval maintenance and operations tax rate of \$0.7054. The Travis County Tax Office has calculated and submitted to the District the following 2026 rates:

- No-New-Revenue Tax Rate \$1.0113
- Voter-Approval Tax Rate \$1.0800
- Calculated Debt Rate \$0.3746

	Proposed 2026-27	Current 2025-26
General Fund (M&O)	\$0.7054	\$0.7122
Debt Service (I&S)	\$0.3275	\$0.3275
Total Tax Rate	\$1.0329	\$1.0397

Because the proposed rate exceeds the no-new-revenue tax rate, the motion to adopt the new tax rate must be made in the form prescribed by Tex. Tax Code § 26.05(b), the vote must be a record vote, and at least 60 percent of the members of the Board must vote in favor. Tex. Tax Code § 26.05(a).

Tex. Tax Code § 26.05(b) requires that the motion take the following form: "I move that the property tax rate be increased by the adoption of a tax rate of \$1.0329, which is effectively a 2.14 percent increase in the tax rate."

A **MOTION** was made by Trustee Erin Archer and seconded by Trustee Jonathan Bove to adopt Resolution No. 081926-01 setting the District's 2026 total tax rate at \$1.0329 per \$100 of taxable value, consisting of a maintenance and operations rate of \$0.7054 and an interest and sinking rate of \$0.3275, as presented.

The motion passed by a vote of 6-0.

- **Consideration of and Request for Approval of a Memorandum of Understanding between the City of Lakeway and Lake Travis ISD regarding Lakeway Police Department Access to LTISD Surveillance Cameras In Case of Emergency**

This Memorandum of Understanding sets the terms under which the Lakeway Police Department's Communications Division may access the District's video surveillance camera systems. It supplements and controls over the Communications Division's Standard Operating Guideline governing that access. Because the MOU is an agreement between two local governments to perform a governmental function, it must be authorized by the governing body of each party under the Interlocal Cooperation Act. The District has already received a copy executed by Tom Kilgore, Mayor of Lakeway, attached.

The MOU is drafted to keep control of the systems with the District. LTISD retains exclusive ownership and control and may modify, restrict, suspend, or revoke access at any time. Access is limited to individually named personnel approved by the LTISD Chief of Police. The Communications Division may view live feeds only and may not retain any footage. The District may audit access logs at any time, and the City must produce requested records within five business days. The term is one year with automatic one-year renewals, either party may terminate without cause on thirty days' notice, and the District may terminate immediately for a material breach.

Approving the MOU gives the Lakeway Communications Division the situational awareness it needs during an emergency on a District campus while keeping ownership, access control, retention, and records release decisions with the District.

A **MOTION** was made by Trustee Tiffany Bennett and seconded by Trustee Natalie Nugent to approve the Memorandum of Understanding between Lake Travis ISD and the City of Lakeway regarding Lakeway Police Department access to LTISD surveillance camera systems, as presented.

The motion passed by a vote of 6- 0.

- **Consideration of and Possible Endorsement for the TASB Board of Directors - Region 13, Place B**

Overview of TASB Board of Directors Roles and Responsibilities:

- Terms: Directors serve 3-year terms, once elected to a 3-year term, can be elected to maximum of 3 additional terms
- Vacancies: Directors can be elected to a term of less than three years when a vacancy is created by resignation or a Director leaving his or her local board

- Duties: supervise, control and direct affairs of TASB in accordance with Articles of Incorporation, Bylaws, and Advocacy Agenda
- Board Meetings: Four annual meetings—Spring, Summer, Convention, December

Three candidates have been nominated for this position: Ana Cortez, Edward "Ed" Navarette, and Stephen Mackey. Biographical information for each candidate is attached for the Board's review in making its endorsement.

A **MOTION** was made by Trustee Erin Archer and seconded by Trustee Kris Woodcock to endorse Stephen Mackey for the TASB Board of Directors - Region 13, Place B.

The motion passed by a vote of 6 - 0.

Consent Agenda

- A. Approval of Proposed 2026-2027 School Library Advisory Council (SLAC) Membership**
- B. Approval of 2026-2027 Lake Travis ISD Student Code of Conduct**
- C. Approval of the July 15, 2026 Regular Board Meeting Minutes**
- D. Approval of a Memorandum of Understanding between Lake Travis ISD and Texas State University regarding a Student Teacher Placement Agreement**
- E. Approval of a Travis County 4-H Adjunct Faculty Agreement and Extracurricular Resolution**
- F. Approval of a Burnet County 4-H Adjunct Faculty Agreement and Extracurricular Resolution**

A **MOTION** was made by Trustee Erin Archer and seconded by Trustee Natalie Nugent to approve the consent agenda, as presented.

The motion passed by a vote of 6 - 0.

Information Items

- **July 2026 Monthly Financial Reports**

This item provides the Board and the community with a financial update on the position of the District for the period ending July 31, 2026. The financial highlights for the period are as follows:

- The financial reports reflect activity through 8.33% of the fiscal year with recorded General Fund expenditures of 2.74% of the budget.
- Salaries and benefits paid during summer months to the 10-month employees (teachers, aides, professionals, auxiliary staff) are accrued monthly and are included in recorded expenditures. The total of \$7,974,794 is held in the accrued wages payable account on the balance sheet representing days worked but not paid out since their contract start date in August 2025.

- The cash and temporary investments balance for all governmental and proprietary funds totals \$259,679,528. Investment instruments, focused on security and liquidity, include Local Government Investment Pools and money market funds approved under the Public Funds Investment Act.
- Monthly tax collections totaled \$476,798 representing a collection rate of 99.20% of 2025 total adjusted tax levy, in comparison to the prior year of 98.58%.
- The total 2023 bond expenditures are approximately \$198.3 million with remaining funds of approximately \$144.2 million.
- The total 2024 bond expenditures are approximately \$32.2 million with remaining funds of approximately \$6.2 million.

Information Only.

- **Board Notification Under Board Policy CH (LOCAL) – Technology Bond Expenditure**

The 2023 Bond Program provided funding to purchase technology items, including classroom educational and instructional equipment, infrastructure, and operational equipment. Decisions about educational technology and infrastructure equipment have been discussed, planned, and vetted with District stakeholders and with the District's Long Range Facilities Planning Committee.

The LTISD Data Center requires additional compute capacity to support current production workloads and anticipated growth. To meet that need, the District is expanding its existing Dell PowerFlex infrastructure with additional PowerFlex nodes. The expansion increases the capacity of the District's production environment and provides resources for future applications and increased demand without requiring a separate infrastructure platform to be implemented and supported.

The PowerFlex nodes were purchased directly from Dell Technologies, and The Redesign Group will provide installation and integration services to incorporate the new nodes into the District's existing production PowerFlex environment. The purchase was made through the Department of Information Resources (DIR) cooperative contract at volume purchase pricing, for a total of \$266,330.74. Because the purchase was made through a cooperative purchasing program, it falls within the second exception above and is reported to the Board rather than presented for approval.

Information Only.

- **Board Notification Under Board Policy CH (LOCAL) – IXL Digital Learning Platform**

For budget cycle July 1, 2026–June 30, 2027, Lake Travis ISD has the following budgeted purchase that requires Board notification:

- IXL (Year 2) – \$166,275
- IXL (Spanish 1, K-2 Science, K-2 Social Studies) – \$29,575
- Total: \$195,850

IXL is a personalized digital learning platform that offers a suite of resources to support student learning through targeted skills practice, assessment, and analytics. Features like real-time diagnostics, adaptive learning technology, and instructional resources measure student progress and help support success for every learner. In Lake Travis ISD, IXL is used to support learners from K-12 and is an approved resource for Accelerated Instruction.

Information Only.

- **Board Notification Under Board Policy CH (LOCAL) – Emergent Tree 2026-2027**

For the July 1, 2026 through June 30, 2027 budget cycle, the District is reporting the following budgeted purchases from Emergent Tree:

- Emergent Tree Tier 1 MTSS-B – \$71,030
- Emergent Tree Tier 3 MTSS-B – \$51,995
- Total: \$123,025

LTISD partners with Emergent Tree to build proactive instructional systems for student behavior. Services include resource access for all campuses, onsite framework training, implementation coaching, progress monitoring, and access to on-demand virtual courses.

Information Only.

- **Board Notification Under Board Policy CH (LOCAL) – TASB Risk Management Fund**

The District is reporting the annual renewal of its coverage with the Texas Association of School Boards (TASB) Risk Management Fund, a self-insured, not-for-profit risk pool whose members are Texas public education organizations. The annual amount is \$1,278,326 and the coverage includes property, auto liability and physical damage, cyber liability and security, and school liability.

Information Only.

Closed Session

Trustees recessed into a closed session at 7:04 p.m. as permitted by the Texas Government Code 551.071, Section 551.074, and Section 551.076.

Trustees returned from Closed session at 8:12 p.m. on August 19, 2026.

- **Consideration of and Potential Action to Accept the Resignation of Dr. Phillip Davis, Trustee, Place 1**

A **MOTION** was made by Trustee Erin Archer and seconded by Trustee Jonathan Bove to accept the resignation of Dr. Phillip Davis from Place 1 of the Lake Travis ISD Board of Trustees.

The motion passed by a vote of 6 - 0.

- **Consideration of and Potential Action to Reorganize the Officers of the Board of Trustees**

A **MOTION** was made by Trustee Natalie Nugent to nominate Erin Archer for Board Vice President.

The motion passed by a vote of 6 - 0.

A **MOTION** was made by Trustee Kris Woodcock to nominate Jonathan Bove for Board Secretary.

The motion passed by a vote of 6 - 0.

- **Consideration of and Protentional Action Regarding the Method of Filling the Vacancy in Place 1 on the Board of Trustees**

No action needed to be taken this evening, due to the board deciding not to fill the vacancy.

Adjournment

There being no further action, the August 19, 2026 Board of Trustees' meeting adjourned on August 19, 2026 at 8:19 p.m.

Lauren White, President

Jonathan Bove, Secretary



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the 2026-2027 T-TESS Appraisal Calendar and List of Certified Appraisers

RECOMMENDED ACTION

Administration recommends approval of the 2026-2027 T-TESS Appraisal Calendar and List of Certified Appraisers.

RATIONALE

Texas Education Code § 21.352 and the Commissioner's Rules at 19 Texas Administrative Code § 150.1003, reflected in Policy DNA(LEGAL) – Performance Appraisal: Evaluation of Teachers, require the District to establish a calendar for teacher appraisals and to provide that calendar to teachers within three weeks from the first day of instruction. The appraisal calendar shall:

1. Exclude observations in the two weeks after the day of completion of the T-TESS orientation in the school years when an orientation is required; and
2. Indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

The attached calendar meets these requirements.

Policy DNA(LEGAL) further provides that the teacher appraisal process requires at least one certified appraiser and that an appraiser must be the teacher's supervisor or a person approved by the Board. Only a campus administrator may act as a certified appraiser, except that an individual other than a campus administrator may serve if that individual completed the required training before conducting appraisals and, where the certified appraiser is a classroom teacher, either conducts appraisals at the campus where the appraiser teaches while serving as the chair of a department or grade level whose job description includes classroom observation responsibilities, or does not appraise classroom teachers who teach at that campus.

Before conducting appraisals, an appraiser must have satisfactorily completed the state-approved T-TESS appraiser training, passed the T-TESS certification examination, and received Instructional Leadership Training, Instructional Leadership Development, or Advanced Educational Leadership certification. The attached list of appraisers meets these requirements.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Susan Fambrough – Assistant Superintendent of Human Resources

ATTACHMENTS

- T-TESS Appraisal Calendar
- List of Certified Appraisers



MEETING DATE
September 16, 2026



2026-2027 TTESS Calendar

[TEA TTESS Appraiser Handbook](#)

[Teacher Goal-Setting and Professional Development Plan Process Overview](#)

Activity	Deadline	Completed
Annual Campus Orientation for ALL teachers Make a copy and create campus-specific Google Form with teachers (TTESS/LTTESS)	August 3 - Sept. 2, 2026 (no later than first three weeks of school)	
Submit appraisal list (indicating TTESS/LTTESS) to HR	September 2, 2026	
Orientation for Late Hires	Within the first 3 weeks of hire date	
First Day of Observations	September 14, 2026	
Calibration #1 (with campus admin team)	September 25, 2026	
Goal-Setting Conferences/Development Plans Completed	October 13, 2026	
First walkthrough for ALL teachers complete	October 16, 2026	
CPR #1	October 29-30, 2026	
HR Huddle #1	November 9-13, 2026	
Calibration #2 (cross campus)	November 20, 2026	
All TIA Eligible Teacher Formal Observation Complete	December 4, 2026	
Second walkthrough for ALL teachers complete	January 29, 2027	
Calibration #3 (video)	February 5, 2027	
HR Huddle #2	February 8-12	
Third walkthrough for ALL teachers complete	March 5, 2027	
Last Day of Observations	March 11, 2027	
End-of-Year Conference Period Begins	March 22, 2027	
Deadline for non-renewal docs	April 2, 2027	
Board Meeting for any non-renewals	April 21, 2027	
Summative Annual Appraisal Reports Completed	May 7, 2027	
Evaluations Due in Strive	June 9, 2027	



Site	Appraiser
Bee Cave Elementary	Kim Kellner Ashley Nauta Rida Ortego
Lakeway Elementary	Matthew Nelson Julie Ozuna
Lake Pointe Elementary	Karen Reich Julianne Munster Kacie Waller
Lake Travis Elementary	Amanda Prehn Lauren Bryan Ofelia Valente
Rough Hollow Elementary	Angela Page Nicole Taylor Stacy Carter
Serene Hills Elementary	Kara Reeh Stacey Brown Bridgette DeLong
West Cypress Hills Elementary	Laura Keogh Charesse Hatfield Candice Shrout
Bee Cave Middle School	Mason Whitfield Brandace Sandoval Iris Garner Amber McKinley
Hudson Bend Middle School	Josh Hughes Tatiana Chavez Brian Gill Donald Roeder
Lake Travis Middle School	Keegan Luedecke Christina Rizzoli Keitha St. Clair Michael Toth
Lake Travis High School	James Bush Stuart Foreman Julie Haney Sheri Remore Sandra Surdy



	David Cox KB DeBord Tony Dominguez Melanie Naquin Melanie Beninga
District Administrators	Angela Hrapchak Jennifer Freeman Tasha Waters-Barker



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of Proposed Local Policy Updates – Second Reading (TASB Numbered Policy Update 127 and Locally Initiated Revision to CO(LOCAL))

RECOMMENDED ACTION

Administration recommends approval of the proposed local policy updates on second reading, consisting of TASB Numbered Policy Update 127 and a locally initiated revision to Policy CO(LOCAL).

RATIONALE

These local policy revisions were presented to the Board for first reading on August 19, 2026, and return for approval on second reading. They implement guidance received from TASB in Numbered Policy Update 127, together with one locally initiated revision to Policy CO(LOCAL) – Food and Nutrition Management. The package affects the following policies:

BJCF(LOCAL) – SUPERINTENDENT: NONRENEWAL.

Revisions align this policy with language at DFBB(LOCAL) regarding accommodation of disability and add the two nonrenewal reasons adopted in Update 126 that were prompted by Senate Bill 12 from the 89th Legislature.

CAA(LOCAL) – FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS.

A cross-reference in the Note has been updated to reflect the restructuring of the DH series. No substantive change.

CO(LOCAL) – FOOD AND NUTRITION MANAGEMENT.

This is the locally initiated revision. Education Code § 33.908 requires a district that uses meal cards or accounts to adopt a grace period policy allowing a student whose balance is exhausted or insufficient to continue purchasing meals for a period determined by the Board. The revision extends the grace period beyond the four-day limit in the current policy, retains the prohibition on fees and interest, and adds a Notification section directing the District to provide notice of the policy to parents and to the staff responsible for enforcing it.

DC(LOCAL) – EMPLOYMENT PRACTICES.

The cross-reference at Employment Assistance Prohibited has been updated to reflect changes to the DH series, and “or designee” has been removed from the Posting Vacancies section because BJA(LOCAL) already provides that the Superintendent may delegate responsibilities while remaining accountable to the Board.

DH(LOCAL) – EMPLOYEE STANDARDS OF CONDUCT.

The two cross-references to DH(EXHIBIT) have been revised to reflect the restructuring of the DH series.



DH(EXHIBIT) – EMPLOYEE STANDARDS OF CONDUCT.

Recommended for deletion. The Educators' Code of Ethics it contained is being recoded to the new DHA(LEGAL).

DP(LOCAL) – PERSONNEL POSITIONS.

Recommended for deletion. Its content is split between two new codes, with the principal qualification language moving to DPA(LOCAL) and the school counselor language moving to DPB(LOCAL).

DPA(LOCAL) – PERSONNEL POSITIONS: PRINCIPALS.

New policy housing the principal qualification language formerly at DP(LOCAL), with minor revisions at Qualifications aligning the text to the model job description provided by TASB HR Services.

DPB(LOCAL) – PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS.

New policy housing the school counselor language formerly at DP(LOCAL).

EHBB(LOCAL) – SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS.

Changes at Identification Criteria result from amendments to 19 Administrative Code 89.1.

FFF(LOCAL) – STUDENT WELFARE: STUDENT SAFETY.

The definition of misconduct has been amended to incorporate provisions from Senate Bill 571 from the 89th Legislature and reformatted for readability. The subtopic name changes from Campus Safety to Student Safety.

**FOCA(LOCAL) – PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING:
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS.**

Recommended for deletion because House Bill 6 from the 89th Legislature removed a district's authority to exempt itself from Chapter 37 student discipline requirements through a District of Innovation plan.

Approval on second reading adopts the revised policies as District policy.

BUDGET PROVISIONS

Minimal TASB processing fee

RESOURCE PERSONNEL

Chad Crowson – General Counsel

ATTACHMENTS

Proposed Policies – Redlined

MEETING DATE

September 16, 2026

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, [with or without reasonable accommodation](#).
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. [Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. \[See EMB\]](#)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27-29.~~ Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members — BBF
 - for employees — ~~DH~~DHA
- Financial conflicts of interest:
 - for public officials — BBFA
 - for all employees — DBD
 - for vendors — CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

**Fraud and Financial
Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls
and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

	law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.
<i>Protection from Retaliation</i>	Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]
Fraud Investigations	In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.
Response	If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration. If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor. When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds. The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.
Federal Awards Disclosure	In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]
Analysis of Fraud	After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

PROPOSED REVISIONS: 8.11.2026

Food Donation

The Superintendent shall be authorized to develop regulations for the District to donate or otherwise dispose of leftover food in accordance with law.

Meal Charges

State Law

As established by the Board, a student with an exhausted or insufficient balance on his or her meal card or meal account shall be allowed to continue to purchase meals for ~~up to four school days~~ **the remainder of the school year**. The Superintendent shall develop administrative regulations ~~for this grace period~~ to address:

1. The District's processes for parent notification **upon exhaustion of a student's positive meal account balance** during ~~the this grace~~ period, including a schedule for repayment; and
2. Whether the student will be limited to certain foods or beverages during this ~~grace~~ period, and, if so, the District's efforts to minimize overt identification of the student.

No fees or interest shall be charged by the District for meals purchased during ~~the grace~~ **this** period.

Federal Law

For each campus that participates in the federal school breakfast or lunch programs under which students may incur a meal charge, the District's administrative regulations shall also address procedures for a student who has insufficient funds to purchase a meal. ~~following exhaustion of the grace period described above.~~ The procedures shall address:

1. The parameters under which meals shall be served to the student;
2. The District's efforts to minimize overt identification of the student; and
3. How the District will attempt to collect unpaid debt in order to maintain the financial integrity of the food service account

Notification

In accordance with administrative procedures, the District shall provide notice of the policy to parents and District staff responsible for enforcement of the policy.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position. [For information related to the evaluation of criminal history records, see DBAA.]
Employment of All Personnel	Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).
Employment Assistance Prohibited	The Board delegates to the Superintendent final authority for employment of contractual personnel, as well as final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCA, DCB, DCC, DCD , and DCE as appropriate] No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT DHA(LEGAL) for the Educators' Code of Ethics.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH~~(~~EXHIBIT~~DHA(~~LEGAL~~)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of
Standards of
Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic
Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see ~~DH~~(EXHIBIT ~~DHA~~(LEGAL))], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity;
4. Crimes involving drugs or alcohol; or
5. Crimes involving moral turpitude, which include, but are not limited to:
 - Dishonesty, fraud, deceit, theft, or misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor; or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
7. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

PERSONNEL POSITIONS
PRINCIPALS

DPA
(LOCAL)

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

PERSONNEL POSITIONS
OTHER PERSONNEL POSITIONS

DPB
(LOCAL)

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and
Identification
Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Selection

Identification
Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

*Selection Matrix
or Threshold
System*

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.

Placement
Committee

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's **alleged:**

1. **Alleged** abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. **Involvement in or soliciting** a romantic relationship, or soliciting or engaging in sexual contact, **with a student**;
3. **Engaging in inappropriate communications with a student**; or
- ~~4.~~ **Failing to maintain appropriate boundaries** with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOIA
(LOCAL)

Note: This local policy has been revised in accordance with the District's innovation plan.¹

In accordance with the District's innovation plan, the District shall be exempt from provisions requiring that a student assigned to a disciplinary alternative education program (DAEP) receive instruction in a setting other than the student's regular classroom when the student's physical presence and attendance in that setting is required in order for the student to earn credit for the course.

¹ Innovation Plan: <https://www.ltisdschools.org/>



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the 2026-2027 School Health Advisory Council Membership

RECOMMENDED ACTION

Administration recommends approval of the 2026-2027 School Health Advisory Council Membership.

RATIONALE

Pursuant to Texas Education Code § 28.004, the Board shall establish a local School Health Advisory Council (SHAC) to assist the District in ensuring that local community values are reflected in the District's health education instruction. The Board shall appoint at least five members to the SHAC, and a majority of the members must be persons who are parents of students enrolled in the District who are not employed by the District.

The SHAC's duties are set out in Policy EHAA(LEGAL) – Basic Instructional Program: Required Instruction (All Levels) and include recommending the number of hours of health education instruction and the policies, procedures, strategies, and curriculum appropriate to address physical and mental health concerns, together with the coordination of nutrition services, physical activity, parental involvement, and substance abuse prevention instruction.

Board appointment is what constitutes the attached membership as the District's SHAC for the 2026-2027 school year and gives the council's recommendations effect. Approval preserves the lawful continuation of the SHAC's functions and the District's compliance with Education Code § 28.004.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Tasha Barker – Assistant Superintendent of Organizational Services
Jennifer Garrigan – Director of Counseling and Health Services

ATTACHMENTS

2026-2027 School Health Advisory Council Committee (SHAC) Membership List

MEETING DATE

September 16, 2026



School Health Advisory Council (SHAC) 2026-2027

Name	Role
Sam Babaeiha	Parent Representative
Jennifer Busch	Parent Representative
Sheri Burson	Parent Representative
Jenifer Croxdale	Parent Representative
Robb Dies, M.D.	Parent Representative
Lindsay Espejel	Parent Representative
Prashansa Ganta	Parent Representative
Arjun Ghosh	Parent Representative
Christy Griffin	Parent Representative
Sarah Jahn	Parent Representative
Alex Karam	Parent Representative
Kristin Kenaston	Parent Representative
Michelle Lovering	Parent Representative
Ted Lowe	Parent Representative
Rachel Mills	Parent Representative
Ashley Pannkuk	Parent Representative
Deep Patel, M.D.	Parent Representative
Shaun Phillip	Parent Representative
Mary Ann Rodriguez	Parent Representative

Antonina Semivolos	Parent Representative
Tim Skwiat	Parent Representative
Alicia Snow	Parent Representative
Felix Torres, M.D.	Parent Representative
Emma Ali	Student Representative
Nicole Brady	Student Representative
Jennifer Garrigan	District Co-Chair, Facilitator
Robenson Alexis	District Resource, Non-Member
Marissa Bell	District Resource, Non-Member
Jamie Ennis	District Resource, Non-Member
Joanna Janecek	District Resource, Non-Member
Keegan Luedecke	District Resource, Non-Member
Bradley Merritt	District Resource, Non-Member
Ruben Soliz	District Resource, Non-Member
Kris Woodcock	School Board Member Liason



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the 2026-2027 Memorandum of Understanding between Lake Travis ISD, Travis County, and the Travis County Juvenile Board for the Juvenile Justice Alternative Education Cooperative of Travis County

RECOMMENDED ACTION

Administration recommends approval of the 2026-2027 Memorandum of Understanding between Lake Travis ISD, Travis County, and the Travis County Juvenile Board for the Juvenile Justice Alternative Education Cooperative of Travis County.

RATIONALE

The attached Memorandum of Understanding is the cooperative agreement among Travis County, the Travis County Juvenile Board, and several area school districts, including Lake Travis ISD, to provide an educational placement for students expelled under the expulsion provisions of Texas Education Code Chapter 37. Under state law and this agreement, students expelled from school in Travis County are placed at the Travis County juvenile justice alternative education program (JJAEP).

The agreement is an interlocal cooperation contract with other local governments. Under Government Code § 791.011, an interlocal contract must be authorized by the governing body of each party, which is why the agreement is presented to the Board rather than executed administratively.

Approval renews the District's participation for the 2026-2027 school year and preserves the placement the District relies on when a student is expelled.

BUDGET PROVISIONS

2026-2027 Operating Budget

RESOURCE PERSONNEL

Chad Crowson – General Counsel

Bethany Medford, Ed. D. – Deputy Superintendent

ATTACHMENTS

2026-2027 Memorandum of Understanding for the Juvenile Justice Alternative Education Cooperative of Travis County

MEETING DATE

September 16, 2026

**MEMORANDUM OF UNDERSTANDING
FOR THE
JUVENILE JUSTICE ALTERNATIVE EDUCATION COOPERATIVE
OF TRAVIS COUNTY**

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2026, between **Travis County**, the **Travis County Juvenile Board** ("TCJB"), and the following educational entities: **Austin** Independent School District, **Del Valle** Independent School District, **Eanes** Independent School District, **Lake Travis** Independent School District, **Lago Vista** Independent School District, **Leander** Independent School District, **Manor** Independent School District, **Pflugerville** Independent School District, and **Round Rock** Independent School District (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

RECITALS:

WHEREAS:

- (1) Texas Education Code Sec. 37.011(m) requires the TCJB to enter into a Memorandum of Understanding with the ISDs establishing a Juvenile Justice Alternative Education Program ("JJAEP"); and
- (2) The Participants desire to participate in the Juvenile Justice Alternative Education Program Cooperative of Travis County ("JJAEP Co-Op") and to comply with the agreements contained herein; and
- (3) The ISDs wish to reach an agreement with the TCJB as to the placement of students expelled from school under the discretionary expulsion and removal provisions of Texas Education Code, Chapter 37; and
- (4) The Participants desire to create and operate the JJAEP Co-Op pursuant to Chapter 37 of the Texas Education Code and this Agreement; and
- (5) The Participants further desire to define and create the duties and responsibilities of the Participants, and to set forth herein the methods by which the Participants shall fund, govern and establish the JJAEP Co-Op; and
- (6) The Participant ISDs recognize that the Texas Legislature has appropriated certain funds to pay the County and TCJB for the cost of educating students in the JJAEP Co-Op who are expelled under the mandatory expulsion provisions of Texas Education Code Chapter 37.

However, such funds are insufficient to meet the cost of educating students in the JJAEP Co-Op; and

(7) The ISDs are required to consider course credit earned by a student while in the JJAEP Co-Op as credit earned in a school district program pursuant to Texas Education Code Sec. 37.011(d), and the ISDs have an ongoing interest in the quality of education provided in the JJAEP Co-Op and the academic success of students who will be returned from the JJAEP Co-Op to the regular school setting. Therefore, the ISDs desire to assist in providing the JJAEP Co-Op with full, adequate funding; and

(8) The Participant ISDs recognize that for purposes of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a student enrolled in the JJAEP shall be reported as if the student were enrolled in an Alternative Education Program of the student's home district and the participating home district of each student shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all average daily attendance funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. However, students expelled to the JJAEP as "mandatory" placements shall be counted as "ineligible" for attendance counting purposes in the home district; and

(9) The relationship between the Participants necessitates this Interlocal Agreement.

NOW THEREFORE, BY THIS AGREEMENT IT IS MUTUALLY UNDERSTOOD AND AGREED BY THE PARTICIPANTS AS FOLLOWS:

SECTION ONE: DEFINITIONS

For purposes of this Agreement:

1.1 "Discretionary" shall mean any student who is expelled or removed from the regular classroom and meets the definition of any one of the following three categories:

1.1.a. "Discretionary Category I" shall mean any student who is expelled under Texas Education Code Sec. 37.007 (b), (c), or (f), or Sec. 37.0052.

1.1.b. "Discretionary Category II" shall mean any student who is expelled for committing an off-campus offense under Texas Education Code Sec. 37.0081(a) that does not fall under the category of "mandatory" as defined by Sec. 37.007.

1.1.c. "Discretionary Category III" shall mean any student who is a publicly Registered Sex Offender who is eligible for placement in the JJAEP under Subchapter I of Chapter

37 of the Texas Education Code.

1.1.d. "Discretionary Category IV" shall mean any student who meets the definitions in Sections 1.1.a–c. above and whose placement in the JJAEP would exceed a school district's allotted discretionary placements as set forth in Section 4.8(A) of this Agreement.

1.2 "ISSP transition team" shall mean those persons responsible for reviewing a student's academic progress in accordance with Texas Education Code Sec. 37.011(d); that is, the TCJB or its designee, and the parent or guardian of the student. For purposes of this Agreement, a representative of the ISD from which the student was expelled may also be a member of the ISSP transition team, together with any JJAEP Co-Op staff as may be appropriate.

1.3 "Mandatory expulsion" shall mean any student who is expelled pursuant to the provisions of Texas Education Code Sec. 37.007 (a) or (e), or 37.125.

1.4 "Rollover funds" shall mean all funds paid by the ISDs to the TCJB for either discretionary or mandatory expulsion allotments that remain unexpended on August 31 of each year.

1.5 "Semester" as referenced by the Texas Education Code Subchapter I. Placement of Registered Sex Offenders shall mean 90 school days.

1.6 "Student" shall mean any person residing in Travis County aged ten years or older and required to attend school pursuant to Texas Education Code Sec. 25.085 and who are under the supervision of juvenile or adult probation.

SECTION TWO: STUDENT CODES OF CONDUCT

2.1 The JJAEP Co-Op will be created and operated pursuant to Chapter 37 of the Texas Education Code and this Memorandum of Understanding. Each ISD has developed a Student Code of Conduct, specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

2.2 The Student Code of Conduct adopted by each ISD shall set forth the circumstances under which students will be subject to expulsion from the school setting and placement in the JJAEP Co-Op. A student may be expelled and placed in the JJAEP if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior despite documented behavioral interventions. Serious misbehavior, as defined by Texas Education Code 37.007(c), means:

(1) Deliberate violent behavior that poses a direct threat to the health or safety of others;

- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or
- (4) Conduct that constitutes the offense of:
 - (A) Public lewdness under Section 21.07, Texas Penal Code;
 - (B) Indecent exposure under Section 21.08, Texas Penal Code;
 - (C) Criminal mischief under Section 28.03, Texas Penal Code;
 - (D) Personal hazing under Section 37.152, Texas Education Code; or
 - (E) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

SECTION THREE: GOVERNANCE OF JJAEP CO-OP

3.1 Composition of Governing Body - The JJAEP shall operate as a function of Travis County and the TCJB, separate and apart from the other Participants to this Agreement. It shall not be an independent political subdivision, nor shall it operate under the direction or control of any party to this Agreement other than Travis County and the TCJB.

3.2 Executive Committee - Upon the effective date of this Agreement, there shall be created an Executive Committee, consisting of one (1) representative of each ISD, one (1) representative of Travis County, and one (1) representative of the TCJB (Chief Juvenile Probation Officer or designee), each to be appointed by their respective governing body. All representatives to the Executive Committee shall be named not later than thirty (30) days from the effective date of this Agreement. Vacancies on the Executive Committee shall be filled by appointment by the governing body represented thereby.

The Executive Committee exists solely to advise and assist the TCJB, and has no authority to direct or control the JJAEP Co-Op.

3.3 Quorum and Voting - Four (4) members of the Executive Committee shall constitute a quorum. The Executive Committee shall act by and through resolutions, motions or orders adopted or passed by the Executive Committee upon the vote of the majority of the members of the Executive Committee attending the meeting at which the issue was presented.

3.4 Voting Rights - Each member shall be entitled to one vote on each matter submitted to a vote of the members. In the event of a tie vote, the Chair shall have two votes.

3.5 Chair - At the initial meeting of the Executive Committee, and thereafter annually, the Executive Committee shall select from its membership a Chair by the affirmative vote of a

majority of the members. The Chair shall prepare the agenda, preside over the meetings of the Executive Committee and shall be responsible for scheduling regular and special called meetings of the Executive Committee, including the provision of notice thereof.

3.6 The TCJB representative shall act as custodian of all minutes, records, and reports of the Executive Committee, and shall generally assist the Chair and shall have such powers and perform such duties and services as shall from time to time be delegated to him or her by the Chair.

3.7 The Chair shall serve in their respective capacities until tendering written resignation(s) or until replacement by a majority vote of the members of the Executive Committee.

3.8 The Chair shall be entitled to vote on all matters coming before the Executive Committee.

3.9 Meetings - The Executive Committee shall hold regular meetings at such time and in such place determined by the Executive Committee. Procedures for meetings shall be governed by the most current version of *Robert's Rules of Order*. Special meetings of the Executive Committee shall be called by the Chair, or by affirmative vote of not less than one-third (1/3) of the members of the Committee.

3.10 Notice of Meeting - Written notice of the regular meetings of the Executive Committee shall be mailed, delivered or sent by electronic mail to each member not less than five (5) days prior to the date thereof. Written notice of all meetings of the Executive Committee shall be posted at the place(s) for posting notice of public meetings of each of the Parties hereto in accordance with the Texas Open Meetings Act. The Chair of the Executive Committee shall transmit to each member of the Executive Committee a notice for the purpose of such posting not less than five (5) days prior to the date of the meeting. Written notice of any special meeting of the members shall be given to each member not less than 24 hours and as soon as reasonably possible prior to the date thereof. The notice shall state the place, date and time of the meeting, who called the meeting, and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the general direction of Chair of the Committee, or the members calling the meeting.

3.11 Duties - The activities of the Executive Committee shall include, but not be limited to the following:

- A. To develop and recommend proposed written operating policies to the TCJB consistent with any rules and regulations adopted by the Texas Juvenile Justice Department pursuant to Texas Education Code Sec. 37.011, and Texas Human Resources Code Sec. 221.002(a) regarding the operations, policies and procedures of the JJAEP Co-Op, and to make advisory recommendations to the TCJB regarding such operations, policies, and procedures including suggested changes or amendments thereto;

- B. To facilitate coordination with the Participants to this Agreement on matters relating to the supervision, educational and rehabilitative services available for expelled students and students assigned to the JJAEP Co-Op and the subsequent transition back into the school setting;
- C. To formulate and recommend other policies or procedures as appropriate to the TCJB as may be necessary to operate consistent with any rules and regulations as shall be adopted by the Texas Juvenile Justice Department; and
- D. To review the annual budget, actual operating costs, and cost projections for the JJAEP Co-Op.

3.12 JJAEP Co-Op Executive Committee Compensation - No member of the JJAEP Co-Op Executive Committee shall receive compensation for their services as a member of the Committee. Nothing herein contained shall be construed to preclude any Committee member from receiving compensation or reimbursement for expenses from the member's respective employer for serving on the Committee.

SECTION FOUR: STUDENT PLACEMENT IN JJAEP

4.1 The Participants hereto acknowledge that Texas Education Code Sec. 37.010(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program. It is therefore the intent of the JJAEP Co-Op to provide educational services to all expelled students, as provided more fully herein, in accordance with Texas Education Code Sec. 37.011. However, no students will be assigned to the Travis County JJAEP except as set forth by provisions of this Agreement.

4.2 Students who are expelled from the school district setting will be afforded due process within the respective ISD as provided by school district policy and federal and state law.

4.3 Each ISD shall use its best efforts to notify the juvenile court in writing as soon as practicable upon the ISD's identification of a student who the ISD reasonably believes has engaged in conduct for which the student will be subject to mandatory expulsion. Such notice may be given in addition to any notice required under Texas Family Code Sec. 52.041. If the juvenile court receives written notice under this section that a student is believed to have engaged in conduct for which the ISD reasonably believes the student will be subject to mandatory expulsion, and the student is under the jurisdiction of the juvenile court, the juvenile court shall consider entering an order that the student attend the JJAEP Co-Op as soon as practicable, pending the outcome of any disciplinary proceedings at the ISD.

4.4 Every student eligible for placement in the JJAEP as set forth by the provisions of this Agreement who has been expelled from an ISD, and for whom information has been provided by the ISD from which the student has been expelled to the juvenile court in accordance with Texas Family Code Sec. 52.041, shall be ordered by the juvenile court to enroll in the JJAEP Co-Op as soon as reasonably practicable after the juvenile court's receipt of such notice. The information provided by the ISD for any student expelled for serious misbehavior under Texas Education Code Sec. 37.007(c), shall include documentation of the serious misbehavior and documentation of the behavioral interventions provided by the ISD prior to the expulsion.

4.5 Failure of an ISD to timely notify the juvenile court of an expulsion pursuant to Texas Family Code Sec. 52.041 shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile court is properly made.

4.6 The juvenile court shall, for each student taken into custody, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the juvenile court ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the juvenile court shall consider entering an order that the student immediately begin attending the JJAEP Co-Op pending resolution of the disciplinary action, including any expulsion hearings, at the ISD.

4.7 It is the intent of the Participants hereto that for each expelled student who is placed in the JJAEP Co-Op, the term of such placement will be coterminous with the term of the student's expulsion from school. In an effort to support a student's successful transition from the JJAEP, the ISDs agree that a student's JJAEP placement shall terminate at the end of the home school district's grading period, except that any placement shall have a term of no less than 30 school days, absent extenuating circumstances. Students must remain in the JJAEP Co-Op for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court, or the student is referred back to the ISD pursuant to Section 4.8 or Section 4.9 or Section 4.10 herein. The juvenile court shall consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. At the conclusion of the student's term of probation, or any other requirement imposed by the juvenile court, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district alternative education program. In an effort to facilitate the required transition meeting between JJAEP and the home school district, a student may remain enrolled in the JJAEP for up to one week (7 calendar days) in the event that a student's term of probation or pre-trial supervision ends before the term of expulsion expires. The JJAEP is responsible for ensuring the transition meeting is scheduled at the earliest possible date.

4.8 It is the intent of the Participants hereto that the JJAEP Co-Op shall give priority to mandatory expulsion students from each of the ISDs. It is understood by the Participants, however, that the JJAEP Co-Op has limited space and staffing, and that conditions outside the control of any Participant to this Agreement may cause fluctuations in the JJAEP Co-Op population. The current maximum capacity of the JJAEP is fifty (50) students. The “maximum capacity” of the JJAEP may be redefined from time to time, however, as deemed appropriate by the JJAEP Co-Op. Given the limited space at the JJAEP, participants agree to abide by the following procedures for discretionary placement decisions:

- A. Each participating school district will be permitted to enroll as many as four (4) discretionary students in the JJAEP Co-Op at the same time during the school year. Any district that exceeds four (4) discretionary enrollments at the same time will be billed in accordance with Section 9.1.b. of this Agreement. These students must meet the definitions of Discretionary Category I, II, III or IV students, as set forth by Section 1.1 of this Agreement.
- B. Discretionary students will not be accepted into the JJAEP in the event that maximum capacity has been reached.
- C. Discretionary students will not be accepted into the JJAEP if the student is seventeen (17) years of age or older, and not under the jurisdiction of the juvenile court.

In the event the JJAEP has reached maximum capacity and a mandatory expulsion student is referred for placement in the JJAEP Co-Op, the JJAEP Administrator will immediately identify the school district(s) with the highest number of discretionary student placements and determine which discretionary student from these districts should be dismissed from the JJAEP Co-Op to accommodate the additional mandatory expulsion student. The decision by the JJAEP Administrator will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student’s academic and behavioral progress while at the JJAEP.

In the event the JJAEP has reached maximum capacity and a school district with fewer than four (4) discretionary placements refers a student for placement based on a discretionary offense, the JJAEP Administrator will identify any district(s) with more than four (4) discretionary student placements and determine which discretionary student(s) from these districts must be dismissed from the JJAEP to accommodate the referral from the district with fewer than four (4) discretionary placements. The decision by the JJAEP Administrator will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student’s academic and behavioral progress while at the JJAEP.

4.9 A student who is assigned to the JJAEP as a “Discretionary Category II” student for a felony offense under Texas Education Code Sec. 37.0081(a) shall be returned to the student’s

home ISD upon the first of the following events to occur:

- a. The charges are dismissed or reduced to a misdemeanor offense;
- b. The student is acquitted;
- c. The student completes the term of placement;
- d. The student is assigned to another program; or
- e. The student graduates from high school.

4.10 A student who is assigned to the JJAEP for engaging in serious misbehavior, as defined by and pursuant to Texas Education Code Sec. 37.007(c) will be returned to the sending ISD upon the completion of the semester or, in circumstances when the student is expelled within 6 weeks of the end of a semester, the completion of the following semester, unless otherwise returned earlier by expiration of the term of the expulsion or by other mutual agreement.

SECTION FIVE: SCHOOL LIAISON

5.1 Each ISD shall notify the juvenile court in writing of its designated School Liaison. Each School Liaison shall have authority to offer recommendations to the juvenile court regarding placement alternatives for students under the jurisdiction of the juvenile court, and to bind the School Liaison's respective ISD to any agreement to return a child to the school setting.

5.2 The School Liaison shall assist the juvenile court in obtaining the permission from the parent(s) of each student served by the JJAEP Co-Op to release medical, educational or other appropriate records to the juvenile court and to the JJAEP Co-Op. In the absence of such parental consent, the juvenile court may consider the need for a court order releasing such records, and the School Liaison may provide the juvenile court with such other educational information regarding the child as may be permitted by law.

5.3 The School Liaison shall be responsible for coordinating the ISD's participation on the ISSP transition team, as appropriate.

5.4 As necessary, the School Liaison will consult with representatives of the Participants regarding matters affecting the programs, services, and student population of the JJAEP Co-Op.

SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING

6.1 The JJAEP Co-Op facilities and staffing will be provided by Travis County and the TCJB. Such facilities and staffing may be provided under a separate agreement with one or more

ISDs or a third-party provider. It is contemplated by the Participants that the facilities, staffing, services and other requirements of the JJAEP Co-Op will be fully operational to the extent of this Agreement no later than the first day of school in each year in which this Agreement continues in force and effect. The JJAEP Co-Op shall operate on the same school calendar as the Austin Independent School District. TCJB shall comply with all state bidding and procurement laws in obtaining facilities and staffing for the JJAEP Co-Op to the extent such are applicable.

SECTION SEVEN: TRANSPORTATION

7.1 Each ISD shall be responsible for providing for the transportation of its students to and from the JJAEP Co-Op facility. Each ISD acknowledges and agrees that the student drop off and pick-up locations will be no further than two (2) miles from the students' residence. Disciplinary incidents occurring during transport on the ISDs' vehicles will be referred to the JJAEP Administrator or designee for appropriate disciplinary action.

SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS

8.1 The governing body of each Participant finds that in order to appropriately serve students receiving services under this Agreement, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. In the absence of parental consent, the juvenile court with jurisdiction over a student receiving educational services under this Agreement shall consider authorizing the entities providing services to such student to release appropriate juvenile, educational, diagnostic, treatment or other records as appropriate to permit the consistent provision of services to the student, as provided under Texas Family Code Sec. 58.0051 and 58.0052.

8.2 All student education records specific to an individual student shall be considered confidential, and shall be shared only with the juvenile court, the student, the parent(s) or guardian(s) of the student, and those employees of the juvenile court, Participant, or JJAEP Co-Op with a legitimate educational interest in the student. Student educational records shall be transferred to the appropriate ISD upon dismissal of a student from the JJAEP Co-Op.

8.3 Each ISD shall be responsible for providing the JJAEP the following educational records prior to the student's admission to the JJAEP:

- a. Grades and transcript (current and immediately preceding semester)
- b. Current student schedule
- c. Attendance for the immediately preceding semester
- d. Behavior referrals for the immediately preceding semester
- e. Student's Texas Unique ID Number (TSDS #)
- f. PEIMS ID

- g. Immunization records
- h. Special Education assessments, if applicable
- i. Special Education plans, including ARD, IEP, BIP, or 504 information, if applicable
- j. Manifestation Determination Review documentation, if applicable
- k. LPAC-ELL documentation, if applicable
- l. Home language survey
- m. School lunch eligibility
- n. Current information related to state-mandated assessments
- o. Expulsion letter

SECTION NINE: FUNDING FOR JJAEP CO-OP

9.1.a. Daily Rate for Discretionary Category I and III Students - The ISDs will be billed a daily rate not to exceed the daily rate authorized by the Texas Juvenile Justice Department for mandatory expulsion students for each day a “Discretionary Category I” student expelled pursuant to Texas Education Code Sec. 37.007 (b), (c), or (f); or a “discretionary category III” student placed as a publicly Registered Sex Offender pursuant to Texas Education Code Chapter 37, Subchapter I, is in attendance in the JJAEP Co-Op.

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board’s annual audit, for each day a “Discretionary Category II” student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a “Discretionary Category IV” student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2026-27 will be set by the TCJB at their duly noticed meeting in August 2026, and notification will be provided to all ISDs under this Agreement.

9.2 Rollover Funds - If any portion of the funds paid by the ISDs hereunder remain unused at the end of the term of this Agreement, such funds shall become rollover funds for the following year and shall be applied to the cost of funding JJAEP Co-Op operational expenses for the subsequent school year(s).

9.3 Maintenance of Depository Account - Travis County shall place all funds received hereunder in a fully insured depository account, or other secured account, as required by law. Funds received hereunder shall be separately accounted for and may not be budgeted or allocated for any purpose other than the operation of the JJAEP Co-Op. All principal and any interest accruing to the TCJB account from such deposited funds shall be credited to the JJAEP Co-Op and shall be used for the necessary and reasonable expenses of the JJAEP Co-Op and shall not be commingled with the regular operating funds of either the TCJB or Travis County. All rollover funds shall be separately accounted for and used to fund program costs for the subsequent school

year.

9.4 Accounting - Travis County shall provide an accounting to the Participants, on an as-requested basis, of the amounts paid to the TCJB in connection with the JJAEP Co-Op, together with supporting documentation.

9.5 Billing - Travis County agrees to establish and coordinate billing arrangements with the ISDs with respect to the ISDs' funding obligations, if any, to the JJAEP Co-Op under this Agreement.

9.6 Audit - At least annually, Travis County shall provide an audited accounting to the other Participants of funds received and paid with respect to the JJAEP Co-Op.

9.7 Budget - The Executive Committee shall provide recommendations to the TCJB on budgetary matters relating to the establishment and operation of the JJAEP Co-Op.

SECTION TEN: SPECIAL SERVICES

10.1 The TCJB shall be responsible for providing any educational and support services that are provided to all students in a general education setting. The referring ISD is responsible for providing any education and support services that are required to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990 ("ADA"), Individuals with Disabilities Education Act ("IDEA"), and Title VI of the Civil Rights Act of 1964. The ISD in which a student resides shall provide and fund any services specified in the Individualized Education Plan (IEP), 504 Plan, and Language Proficiency Assessment Committee (LPAC) Report to the ISD's eligible students.

10.2 TCJB and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP Co-Op. However, ultimately, the referring ISD is responsible to ensure that appropriate programs and services, as articulated in a student's IEP, Behavior Intervention Plan (BIP), 504 Plan, or LPAC Report are provided at the JJAEP continuously and without disruption.

10.3 Any student who commits an offense and has been identified by the ISD as having a disability may be expelled from the ISD only after a duly constituted Admission, Review, and Dismissal ("ARD") Committee or 504 Committee determines that the alleged offense is not a manifestation of the student's disability in accordance with applicable state and federal laws. Each ISD shall provide reasonable notice to the administrator of the JJAEP Co-Op of the ISD's ARD Committee or 504 Committee meetings where placement in the JJAEP Co-Op will be considered or when reviewing or modifying the program of a student who qualifies for special education or 504 services in the JJAEP Co-Op. A copy of the student's current Special Education or 504 records must be provided to the JJAEP Administrator with the notice of the meeting. The JJAEP

Administrator or designee may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP and the implementation of the student's IEP, BIP, or 504 Plan. The ISDs shall be responsible for scheduling and sending notices of ARD or 504 meetings during the period of expulsion, and for notifying and inviting JJAEP Co-Op representatives to participate in these meetings. For students receiving services under the Individuals with Disabilities Education Act or Section 504, the ARD Committee or 504 Committee meetings shall satisfy the requirement for the Individual Student Services Plan transition team meetings as otherwise required in Section 12.1 herein.

10.4 If, after placement of a student with disabilities in the JJAEP Co-Op under this Agreement, the administrator of the JJAEP Co-Op has concerns that the student's educational or behavioral needs cannot be met in the JJAEP Co-Op, the administrator (or his/her designee) shall immediately provide written notice to the ISD from which the student was expelled. Upon receipt of such notice, the ISD shall convene an ARD Committee or 504 Committee meeting to reconsider the placement of the student in the program, giving reasonable advance notice to the administrator of the JJAEP Co-Op. A representative of the JJAEP Co-Op may participate in the ARD Committee or 504 Committee meeting to the extent that the meeting relates to the student's placement or continued placement in the JJAEP Co-Op.

10.5 If a student assigned to the JJAEP is suspected of having a disability under IDEA criteria, the referring ISD's Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary. The JJAEP will assist with the completion of necessary referral documents. Any student determined to qualify for services and protection under IDEA or Section 504, shall be afforded all lawfully required services and protections by the referring ISD to the extent that the JJAEP cannot provide the service and the referring ISD is notified of the need to provide the service.

10.6 The JJAEP, in collaboration with the referring ISD, must ensure that a student who is non-English speaking or who speaks English as a second language is provided English Language Learner (ELL) services and instruction appropriate to address their needs, as determined by a Language Proficiency Assessment Committee (LPAC). The referring ISD shall be responsible for scheduling and sending notices of LPAC meetings and any related assessments during the period of expulsion. The referring ISD shall provide reasonable written notice to the JJAEP Administrator of any LPAC meetings during the period of expulsion and will allow JJAEP representatives to attend and participate in the meetings. The referring ISDs will provide copies of the most current LPAC determinations to the JJAEP.

SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING

11.1 In accordance with Texas Education Code, Section 37.011(d), state mandated assessment instruments shall be administered to all students enrolled in the JJAEP, except where such students are exempted from such testing by an ARD committee or other legal authority. The Participants agree that they will cooperate in the acquisition of testing materials, scheduling, and

as otherwise necessary in order to facilitate assessment instrument administration. Prior to scheduled testing dates, the Participants will communicate regarding the most efficient method of obtaining secured testing materials for all students placed in the JJAEP. The JJAEP and ISDs will cooperate in the acquisition of such materials for students in the JJAEP. Each ISD shall provide to the JJAEP Administrator the name of a responsible contact person who shall have responsibility, on behalf of each ISD, for coordination of administration of statewide assessment instruments for that ISD's students enrolled in the JJAEP.

SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM

12.1 The expeditious hearing of all cases related to the JJAEP Co-Op by the juvenile court is crucial to the spirit and the letter of the Texas Legislature's changes to the Education, Family, and Penal Codes, along with Texas Administrative Code, Chapter 348. The TCJB and juvenile courts will utilize their best efforts to provide a system whereby all juvenile cases related to the Travis County JJAEP can be heard by the juvenile courts as soon as practicable after the student has been expelled from the school setting. Accordingly, the following expedited judicial procedures shall be applied to those cases concerning students expelled from the school setting, pursuant to [Texas Family Code Sec. 52.041](#):

- A. The juvenile courts shall establish a procedure by which the Juvenile Probation Department Intake Unit shall identify students who are eligible for placement in the JJAEP Co-Op and notify the District Attorney when it receives a referral for an offense that may result in placement in the JJAEP Co-Op not later than the next working day after the referral is received.
- B. The ISDs shall make their best efforts to conduct their expulsion hearings no later than seven (7) school days after an offense is reported to the respective School Liaison. If the student is expelled, the ISD will send to the juvenile court, not later than the second working day after the expulsion hearing, the recommendations of the School Liaison regarding placement of the student in either the JJAEP Co-Op or a school district program and any other relevant documentation as required by Section 12.1 (D) of this Agreement.
- C. If a student is expelled before a referral to juvenile court is made by law enforcement or any other referring agency, the expulsion order will serve as the initial referral to juvenile court.
- D. The board of the school district or a person designated by the board shall deliver a copy of the order expelling the student and any other information required by [Texas Family Code Sec. 52.04](#) on or before the second working day after the date of the expulsion hearing to the authorized officer of the juvenile court. The referring agency shall provide the following information upon the referral of a child to

juvenile court:

- (1) all information in the possession of the person or agency making the referral pertaining to the identity of the child and the child's address, the name and address of the child's parent, guardian, or custodian, the names and addresses of any witnesses, and the child's present whereabouts;
 - (2) a complete statement of the circumstances of the alleged delinquent conduct or conduct indicating a need for supervision;
 - (3) when applicable, a complete statement of the circumstances of taking the child into custody;
 - (4) when referral is by an officer of a law-enforcement agency, a complete statement of all prior contacts with the child by officers of that law-enforcement agency; and
 - (5) when referral is by a school district, any academic and behavioral records as the district has legal authority to share with the juvenile court, or in the absence of such authority, a written report relating non-confidential information that is relevant to the educational placement of the student.
- E. Within five (5) working days of receipt of an expulsion order by the office or official designated by the juvenile board, a preliminary investigation and determination shall be conducted as required by [Texas Family Code Sec. 53.01](#).
- F. The office or official designated by the juvenile board shall within two (2) working days notify the school district that expelled the student if:
- (1) the student is not a child;
 - (2) no probable cause existed to believe the child engaged in delinquent conduct or conduct indicating the need for supervision;
 - (3) no deferred prosecution or formal court proceedings have been or will be initiated involving the child;
 - (4) the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice; or
 - (5) the child was adjudicated but no disposition was or will be ordered by the

court. [Texas Family Code Sec. 52.041\(d\)](#).

- G. No student shall be expelled without written notification by the board of the school district or its designated agent to the juvenile board's designated representative. The notification shall be made not later than two (2) working days following the board's determination that the student is to be expelled. Failure to timely notify the designated representative of the juvenile board shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile board's designated representative is properly made. [Texas Family Code Sec. 52.041\(e\)](#).

SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION

13.1 Within a reasonable period of time after admission to the JJAEP Co-Op, each student shall have an Individual Student Services Plan ("ISSP") prepared by the ISSP transition team to meet the student's individual academic needs. The ISSP shall be reviewed periodically, at reasonable intervals, and shall address each student's emotional, social, and educational needs. In the case of a high school student, the ISSP shall contain a review of the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The ISSP shall be designed by the ISSP transition team and any other persons deemed appropriate by the TCJB, and shall require parental participation. For students receiving services under IDEA, no ISSP transition team review shall be required under this section.

13.2 The TCJB shall provide to the ISDs a summative evaluation of the performance of all students served by the JJAEP Co-Op on an annual basis. Such evaluation shall reflect the academic performance of students served in the JJAEP Co-Op each year, as well as providing follow-up with former students of the JJAEP Co-Op. The ISDs shall assist the JJAEP Co-Op in developing meaningful performance measurement criteria, and in providing follow-up data for former JJAEP Co-Op students who return to the school setting. All Participants shall use their best efforts to work collaboratively to capture meaningful performance data, as well as follow-up information on students returning to the ISDs.

13.3 The ISSP transition team shall formulate a transition plan, specifying any services to be provided upon return to the regular educational setting, as part of the ISSP for each student. The ISSP transition plan shall be completed prior to the student's completion of the JJAEP Co-Op placement.

SECTION FOURTEEN: TERM OF AGREEMENT

- 14.1 The initial term of this Agreement shall be for the period from the effective date of

this Agreement through August 31, 2027. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

14.2 Any provision of the preceding Section 14.1 to the contrary notwithstanding, any ISD may withdraw from this Agreement prior to the expiration of the term hereof by written agreement of the TCJB, or for good cause, at any time. Any ISD withdrawing from this Agreement shall be entitled to recover all funds from the Texas Juvenile Justice Department to which it is entitled. No ISD withdrawing from this Agreement shall be entitled to receive any portion of the rollover funds, unless this Agreement is terminated by all Participants hereto in its entirety, or this Agreement is terminated by operation of law. In the event this Agreement is terminated in its entirety, any rollover funds remaining shall be distributed to the ISDs, pro-rata, based upon the number of students served by the ISD residing in Travis County.

14.3 In the event of termination by any Participant, the Agreement will remain in force and effect with respect to the remaining Participants, unless such termination frustrates the overall purposes and intent of this Agreement.

SECTION FIFTEEN: MISCELLANEOUS

15.1 Records and Reporting Requirements - Throughout the term of this Agreement, the Participants hereto agree to establish and maintain detailed records regarding the administration and operation of the Juvenile Justice Alternative Education Program and JJAEP Co-Op, including information regarding the costs of such programs, including facilities, staffing and administrative expenses.

15.2 Legal Requirements - The Participants agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing the juvenile justice programs applicable to school districts and/or county juvenile probation departments. In the event that any of the Participants hereto are required by law or regulation to perform any act inconsistent with this Agreement, or to cease performing any act required by this Agreement, this Agreement shall be deemed to have been modified to conform with the requirements of such law or regulation.

15.3 Notice - Except where oral notice is specifically allowed or required under this Agreement, any notice provided hereunder by any party to another shall be in writing and may be

either: 1) delivered by hand to the party or the party's designated agent; 2) deposited in the United States mail, postage paid; 3) transmitted by telecopy; 4) transmitted by electronic mail transmission; or 5) delivered by a reputable courier service, to the following address or telecopy number:

Austin Independent School District:

Mr. Matias Segura, Superintendent of Schools
Austin Independent School District
4000 S. I-H 35 Frontage Road
Austin, Texas 78704
512-414-2412 PHONE 512-414-1486 FAX
e-mail: matias.segura@austinsd.org

Del Valle Independent School District:

Dr. Matthew Gutierrez, Superintendent of Schools
Del Valle Independent School District
5301 Ross Road, Suite 103
Del Valle, TX 78617
512-386-3010 PHONE 512-386-3015 FAX
e-mail: superintendent@dvisd.net

Eanes Independent School District:

Mr. Kirk Koennecke, Superintendent of Schools
Eanes Independent School District
601 Camp Craft Road
Austin, TX 78746
512-732-9001 PHONE 512-732-9005 FAX
e-mail: kkoennecke@eanesisd.net

Lake Travis Independent School District:

Dr. Curtis Null, Superintendent of Schools
Lake Travis Independent School District
3322 Ranch Road 620 South
Austin, TX 78738
512-533-6020 PHONE 512-533-6001 FAX
e-mail: nullc@ltsidschools.org

Lago Vista Independent School District:

Dr. Mindy Curran, Superintendent of Schools
Lago Vista Independent School District
P.O. Box 4929
Lago Vista, TX 78645-0001
512-267-8300 PHONE 512-267-8304 FAX
e-mail: mcurran@lagovistaisd.net

Leander Independent School District:

Dr. Chris Clark, Superintendent of Schools
Leander Independent School District

P.O. Box 218
Leander, Texas 78646
512-570-0005 PHONE 512-570-0048 FAX
e-mail: chris.clark@leanderisd.org

Manor Independent School District:

Dr. Robert Sormani, Superintendent of Schools
Manor Independent School District
P.O. Box 359
Manor, TX 78653
512-278-4002 PHONE 512-278-4017 FAX
e-mail: Robert.Sormani@manorisd.net

Pflugerville Independent School District:

Dr. Quintin Shepherd, Superintendent of Schools
Pflugerville Independent School District
1401 West Pecan Street
Pflugerville, TX 78660-2518
512-594-0000 PHONE 512-594-0011 FAX
e-mail: superintendent@pfisd.net

Round Rock Independent School District:

Dr. Hafedh Azaiez, Superintendent of Schools
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, Texas 78681
512-464-5022 PHONE 512-464-5055 FAX
e-mail: superintendent_rrisd@roundrockisd.org

Travis County Juvenile Board:

Honorable Maria Cantú Hexsel
53rd District Court
Chair, Travis County Juvenile Board
1700 Guadalupe Street, 8th Floor
Austin, Texas 78701
512- 854-9308 PHONE 512-854-9332 FAX

Travis County:

Honorable Andy Brown, Travis County Judge
700 Lavaca, Suite 2.300
Austin, Texas 78701
512- 854-9555 PHONE 512-854-9535 FAX
with a copy to the Travis County Attorney:
Honorable Delia Garza, Travis County Attorney
314 West 11th Street, Suite 300
Austin, Texas 78701

512- 854-9415 PHONE 512-854-9316 FAX

Any party may designate a different agent or address for notice purposes by giving the other Participants ten (10) days written notice in the manner provided above.

15.4 Amendments - If changed conditions are encountered during the term of this Agreement, the Agreement may be supplemented or amended under terms and conditions mutually agreeable to the Participants, provided that all such changes, amendments, supplements or modifications shall be in writing.

15.5 Integration Clause - This Agreement, including schedules and attachments, contains the entire agreement of the Participants hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Participants. No other agreement, statement, or promise made by or to any party, or made by or to any employee, officer, or agent of any party, that is not contained in this Agreement shall be of any force or effect. It is acknowledged by the Participants that no officer, agent, employee or representative of Travis County has any authority to change or amend the terms of this Agreement or any attachments to it or to waive any breach of this Agreement unless expressly granted that authority by the Travis County Commissioners Court.

15.6 Partial Invalidity - If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be effected, impaired or invalidated, unless such holding causes the obligations of the Participants hereto to be impossible to perform or shall render the terms of this Agreement to be inconsistent with the intent of the Participants hereto.

15.7 Non-assignability - No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by any Participant without the prior written consent of the other Participants hereto.

15.8 Waiver - No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

15.9 Immunity - Neither Travis County, the TCJB, nor the ISDs waive or relinquish any immunity or defense on behalf of themselves, their trustees, commissioners, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

15.10 Available Funds - The Participants to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds

for the current fiscal year of each such entity.

15.11 Open Meetings - The meetings at which this Agreement was approved by the Participants' governing boards were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551.

15.12 Mediation - Any dispute arising under this Agreement may be submitted, upon agreement of the Participants, to non-binding mediation. When mediation is acceptable to the participants in resolving any dispute arising under this Agreement, the Participants agree to use the Dispute Resolution Center of Austin or any other mediator as shall be mutually agreed upon by the Participants, to provide mediation as described in Section 154.023 of the Texas Civil Practice and Remedies Code. Unless the Participants are satisfied with the result of the mediation, the mediation will not constitute a final binding resolution of the dispute. All communications within the scope of the mediation shall remain confidential as described in §154.073 of the Texas Civil Practice and Remedies Code, unless the Participants agree, in writing, to waive the confidentiality.

IN WITNESS THEREOF, the undersigned Participants acting under the authority of their respective governing boards have caused this Agreement to be duly executed in multiple counterparts, each of which shall constitute an original, all as of the day and year above first written, which is the date of this Agreement.

APPROVED:

Signed by:

DE7799F6FE53D456

Honorable Maria Cantú Hexsel
Chair, Travis County Juvenile Board

APPROVED:

Honorable Andy Brown
Travis County Judge

APPROVED:

Austin Independent School District

APPROVED:

Eanes Independent School District

APPROVED:

Lake Travis Independent School District

APPROVED:

Manor Independent School District

APPROVED:

Round Rock Independent School District

APPROVED:

Del Valle Independent School District

APPROVED:

Lago Vista Independent School District

APPROVED:

Leander Independent School District

APPROVED:

Pflugerville Independent School District



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of a Legal Services Retainer Agreement between Lake Travis ISD and Walsh Gallegos Kyle Robinson & De Los Santos, P.C. for the 2026-2027 School Year

RECOMMENDED ACTION

Administration recommends approval of a Legal Services Retainer Agreement between Lake Travis ISD and Walsh Gallegos Kyle Robinson & De Los Santos, P.C. for the 2026-2027 School Year.

RATIONALE

Walsh Gallegos regularly provides outside legal support to the District, primarily in matters involving special education. The attached agreement renews the District's participation in the firm's Region 13 Legal Services Retainer Program for the 2026-2027 school year at an annual cost of \$1,000.

The retainer includes no-charge telephone consultations for designated District leaders, reduced hourly rates for additional work, complimentary subscriptions to the firm's general and special education law newsletters, periodic legal update emails, discounted in-district trainings and products, and one free on-demand webinar. For work beyond telephone consultations, the firm's current retainer rates range from \$265 to \$380 per hour depending on the level of attorney assigned.

BUDGET PROVISIONS

\$1000.00 annually – included in the 2026-27 Legal Department budget

RESOURCE PERSONNEL

Chad Crowson – General Counsel

ATTACHMENTS

Lake Travis ISD/Walsh Gallegos Retainer Agreement (with addenda)

MEETING DATE

September 16, 2026



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

August 6, 2026

Dr. Curtis Null
Superintendent
Lake Travis ISD
3322 Ranch Road 620 South
Austin, Texas 78738

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Null:

It is our privilege to serve Lake Travis Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on September 1, 2026, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 9/1/2026 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just \$1,000.00 per year:

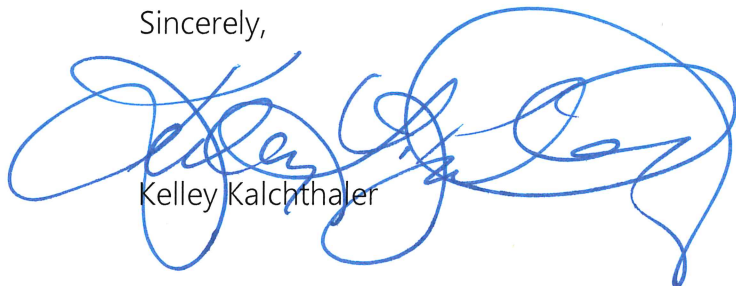
- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter *"Time Out with Walsh Gallegos,"*
- A free subscription to our monthly special education newsletter *"This Just In,"* and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Lake Travis Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (Local), which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 252-3405.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelley Kalchthaler", is written over the printed name. The signature is stylized with large loops and flourishes.

Kelley Kalchthaler

KLK/glo
Enclosures

cc: Ms. Lauren White, Board President
Ms. Jennifer Freeman, Executive Director of Special Services
Mr. Chad Crowson, General Counsel



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

**LEGAL SERVICES RETAINER AGREEMENT
REGION 13 LEGAL SERVICES PROGRAM
FOR LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT**

The Lake Travis Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Kyle Robinson & De Los Santos P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.

6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it does not boycott Israel and will not boycott Israel during the term of this Agreement.
7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.
8. Compliance with Texas Government Code Chapter 2276 and 809: Pursuant to Texas Government Code Chapters 2276 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.
9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.
10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. All communications between the parties shall be deemed privileged, and all work product shall be protected from disclosure. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.
11. Confidential Relationship: All information furnished by the District to Law Firm hereunder, including their respective agents, and employees, shall be treated as confidential ("Confidential Information") and shall not be disclosed to third parties except as required by law or authorized in writing. Any Confidential Information of the District may be used by Law Firm only in connection with the Services. Law Firm agrees to protect the confidentiality of any Confidential Information in the same manner that it protects the confidentiality of its own proprietary and confidential information. Access to the Confidential Information shall be restricted to those of Law Firm's personnel engaged under this Agreement. All Confidential Information made available hereunder, including copies

thereof, shall be returned in accordance with Law Firm's File Retention Policy or request by the District, whichever occurs first. The restrictions set forth in this section shall not apply to information that is or becomes in the public domain through no fault of Law Firm, is independently developed by Law Firm, is provided to Law Firm by a third party who is not subject to a duty of confidentiality, or is required to be disclosed pursuant to law or legal process.

12. Generative AI: While representing District, Law Firm may use generative AI tools and technology like Westlaw to assist in legal research, document drafting and other legal tasks. This technology enables us to provide more efficient and cost-effective legal services. However, it is important to note that while generative AI can enhance Law Firm's work, it is not a substitute for the expertise and judgment of Law Firm's attorneys. Law Firm will exercise professional judgment in using AI-generated content and ensure its accuracy and appropriateness in your specific matters. By entering into this agreement, District understands and agrees to Law Firm's use of AI-assisted applications, including Law Firm's limited, supervised use of those tools to process certain confidential information under Law Firm's continuing monitoring to reasonably protect the confidentiality of all information.
13. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).

LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS P.C.



By: _____

Joe A. De Los Santos
Managing Shareholder

8/1/2026

(Date)

THE TEXAS LAWYER'S CREED -- A MANDATE FOR PROFESSIONALISM

The Texas Supreme Court and the Texas Court of Criminal Appeals adopted this Creed, with the requirement that lawyers advise their clients of its contents when undertaking representation.

I am a lawyer. I am entrusted by the People of Texas to preserve and improve our legal system. I am licensed by the Supreme Court of Texas. I must therefore abide by the Texas Disciplinary Rules of Professional Conduct, but I know that professionalism requires more than merely avoiding the violation of laws and rules. I am committed to this creed for no other reason than it is right.

I. OUR LEGAL SYSTEM

A lawyer owes to the administration of justice personal dignity, integrity, and independence. A lawyer should always adhere to the highest principles of professionalism. I am passionately proud of my profession. Therefore, "My word is my bond." I am responsible to assure that all persons have access to competent representation regardless of wealth or position in life. I commit myself to an adequate and effective pro bono program. I am obligated to educate my clients, the public, and other lawyers regarding the spirit and letter of this Creed. I will always be conscious of my duty to the judicial system.

II. LAWYER TO CLIENT

A lawyer owes to a client allegiance, learning, skill, and industry. A lawyer shall employ all appropriate means to protect and advance the client's legitimate rights, claims, and objectives. A lawyer shall not be deterred by any real or imagined fear of judicial disfavor or public unpopularity, nor be influenced by mere self-interest. I will advise my client of the contents of this creed when undertaking representation. I will endeavor to achieve my client's lawful objectives in legal transactions and in litigation as quickly and economically as possible. I will be loyal and committed to my client's lawful objectives, but I will not permit that loyalty and commitment to interfere with my duty to provide objective and independent advice. I will advise my client that civility and courtesy are expected and are not a sign of weakness. I will advise my client of proper and expected behavior. I will treat adverse parties and witnesses with fairness and due consideration. A client has no right to demand that I abuse anyone or indulge in any offensive conduct. I will advise my client that we will not pursue conduct which is intended primarily to harass or drain the financial resources of the opposing party. I will advise my client that we will not pursue tactics which are intended primarily for delay. I will advise my client that we will not pursue any course of action which is without merit. I will advise my client that I reserve the right to determine whether to grant accommodations to opposing counsel in

all matters that do not adversely affect my client's lawful objectives. A client has no right to instruct me to refuse reasonable requests made by other counsel. I will advise my client regarding the availability of mediation, arbitration, and other alternative methods of resolving and settling disputes.

III. LAWYER TO LAWYER

A lawyer owes to opposing counsel, in the conduct of legal transactions and the pursuit of litigation, courtesy, candor, cooperation, and scrupulous observance of all agreements and mutual understandings. Ill feelings between clients shall not influence a lawyer's conduct, attitude, or demeanor toward opposing counsel. A lawyer shall not engage in unprofessional conduct in retaliation against other unprofessional conduct. I will be courteous, civil, and prompt in oral and written communications. I will not quarrel over matters of form or style, but I will concentrate on matters of substance. I will identify for other counsel or parties all changes I have made in documents submitted for review. I will attempt to prepare documents which correctly reflect the agreement of the parties. I will not include provisions which have not been agreed upon or omit provisions which are necessary to reflect the agreement of the parties. I will notify opposing counsel, and, if appropriate, the Court or other persons, as soon as practicable, when hearings, depositions, meetings, conferences, or closings are cancelled. I will agree to reasonable requests for extensions of time and for waiver of procedural formalities, provided legitimate objectives of my client will not be adversely affected. I will not serve motions or pleadings in any manner that unfairly limits another party's opportunity to respond. I will attempt to resolve by agreement my objections to matters contained in pleadings and discovery requests and responses. I can disagree without being disagreeable. I recognize that effective representation does not require antagonistic or obnoxious behavior. I will neither encourage nor knowingly permit my client or anyone under my control to do anything which would be unethical or improper if done by me. I will not, without good cause, attribute bad motives or unethical conduct to opposing counsel nor bring the profession into disrepute by unfounded accusations of impropriety. I will avoid disparaging personal remarks or acrimony towards opposing counsel, parties, and witnesses. I will not be influenced by any ill feeling between clients. I will abstain from any allusion to personal peculiarities or idiosyncrasies of opposing counsel. I will not take advantage, by causing any default or dismissal to be rendered, when I know the identity of an opposing counsel, without first inquiring about that counsel's intention to proceed. I will promptly submit orders to the Court. I will deliver copies to opposing counsel before or contemporaneously with submission to the Court. I will promptly approve the form of orders which accurately reflect the substance of the rulings of the Court. I will not attempt to gain an unfair advantage by sending the Court or its staff correspondence or copies of correspondence. I will not arbitrarily schedule a deposition, court appearance, or hearing until a good faith effort has been made to schedule it by agreement. I will readily stipulate

to undisputed facts in order to avoid needless costs or inconvenience for any party. I will refrain from excessive and abusive discovery. I will comply with all reasonable discovery requests. I will not resist discovery requests which are not objectionable. I will not make objections nor give instructions to a witness for the purpose of delaying or obstructing the discovery process. I will encourage witnesses to respond to all deposition questions which are reasonably understandable. I will neither encourage nor permit my witness to quibble about words where their meaning is reasonably clear. I will not seek Court intervention to obtain discovery which is clearly improper and not discoverable. I will not seek sanctions or disqualification unless it is necessary for protection of my client's lawful objectives or is fully justified by the circumstances.

IV. LAWYER AND JUDGE

Lawyers and judges owe each other respect, diligence, candor, punctuality, and protection against unjust and improper criticism and attack. Lawyers and judges are equally responsible to protect the dignity and independence of the Court and the profession. I will always recognize that the position of judge is the symbol of both the judicial system and administration of justice. I will refrain from conduct that degrades this symbol. I will conduct myself in Court in a professional manner and demonstrate my respect for the Court and the law. I will treat counsel, opposing parties, the Court, and members of the Court staff with courtesy and civility. I will be punctual. I will not engage in any conduct which offends the dignity and decorum of proceedings. I will not knowingly misrepresent, mischaracterize, misquote or miscite facts or authorities to gain an advantage. I will respect the rulings of the Court. I will give the issues in controversy deliberate, impartial and studied analysis and consideration. I will be considerate of the time constraints and pressures imposed upon the Court, Court staff and counsel in efforts to administer justice and resolve disputes.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

Program for EFT/ACH Payments

Walsh Gallegos Kyle Robinson & De Los Santos P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Karla Alvarado at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

File Retention Policy

At the conclusion of a matter, the file is closed and all documents related to the file are gathered in a centralized location and properly labeled. This includes both paper and electronic documents. Because the nature of our work means that many matters may become active again, we have established a policy of maintaining our closed files for a period of 10 years. If a file is reopened, the 10 year period will start again after the file is closed again.

At the end of 10 years, we will notify clients that we will be destroying all files that have been closed for more than 10 years.* Clients will have 30 days from the date of the letter to let us know if they would prefer that the files be returned to them instead of being destroyed. Clients can also request a list of the files we plan on destroying and request to inspect the files before making a decision about whether or not to allow them to be destroyed. We will provide an estimate cost for delivering the files to clients if they choose to have the files returned to them instead of being destroyed. Any files that are destroyed will be done so at our expense.

For more information about our File Retention Policy please contact Vicki Limon at vlimon@wabsa.com or by calling 512.454.6864.

*Note that there are certain types of files that our attorneys may flag to hold for longer than 10 years before being destroyed. Clients can request a list of all of the closed matters that we have for them at any time by contacting Vicki Limon at vlimon@wabsa.com.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

FEE SCHEDULE AS OF JULY 16, 2025
LEGAL SERVICES RETAINER AGREEMENT

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$340/hour for associates licensed over two years, or \$360/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$360/hour for associates licensed over two years, or \$380/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 8.9 free hours of telephone consultation. That is a \$2,714.50 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.
3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:
 - (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
 - (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

4. E-MAIL UPDATES: As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- EEOC Releases New Regulations for Pregnant Workers Fairness Act
- Attorney General Rule Updating Title II of the ADA Ensuring that Web Content and Mobile Apps are Accessible
- U.S. Department of Labor Increases Salary Threshold for Exempt Employees
- Final Title IX Regulations Released
- Supreme Court Clarifies Limits on Public Officials' Social Media Conduct
- Next Steps in Medicaid Review Process
- HB 3033 Crucial NEW Deadlines for Responding to PIA Requests
- New I-9 Form for Employment Eligibility Verification
- HB 114 Creates a New Mandatory DAEP Offense

Don't let your District personnel miss our next update!

5. REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES: Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS: To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
- Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
 - Sexual Harassment Investigation Guide
 - Operating Guidelines for Cameras in Special Education Settings
7. ONE FREE ON-DEMAND WEBINAR: Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

LAKE TRAVIS ISD E-MAIL UPDATE FORM

The Walsh Gallegos E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Gallegos.

Below is the list of personnel and/or Board of Trustees that are currently in our system. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

Name	Title	E-mail Address
Dr. Curtis Null	Superintendent	nullc@ltisdschools.org
Ms. Lauren White	Board President	whitela@ltisdschools.org
Mr. Chad Crowson	General Counsel	crowsonc@ltisdschools.org
Ms. Jennifer Freeman	Executive Director of Special Services	freemanj@ltisdschools.org
Ms. Pam Sanchez	Assistant Superintendent for Business Services	sanchezp@ltisdschools.org
Ms. Latasha Barker	Assistant Superintendent Organizational Services & Title IX	barkert@ltisdschools.org
Marco Alvarado	Director of Communications, Media & Community Relations	alvaradom@ltisdschools.org
Ms. Stefani Vickery	Assistant Superintendent for C&I	vickerys@ltisdschools.org
Ms. Suzanne Kelbaugh	Executive Assistant, Superintendent & Board	kelbaughs@ltisdschools.org
Ms. Erin Archer	Board Secretary	archere@ltisdschools.org

Attach additional sheets if necessary. Please return this form to Client Services. If you have any questions or need additional information, please contact Client Services at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Client Services
Walsh Gallegos
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

**OFFICE USE ONLY
CERTIFICATION OF FILING****1 Name of business entity filing form, and the city, state and country of the business entity's place of business.**

Walsh Gallegos Kyle Robinson & De Los Santos P.C.
Austin, TX United States

Certificate Number:
2026-1494806

Date Filed:
07/28/2026

Date Acknowledged:

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Lake Travis ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

15200
Legal services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Gallegos, Elena	Austin, TX United States	X	
	Kyle, Paige	Austin, TX United States	X	
	Robinson, Bridget	Austin, TX United States	X	
	De Los Santos, Joe	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

☐**6 UNSWORN DECLARATION**

My name is Joe De Los Santos, and my date of birth is 10/3/1971.

My address is 505 E. Huntland Drive, Suite 600, Austin, TX, 78752, USA.
(city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 31st day of July, 2026.
(month) (year)



Joe De Los Santos, Managing Shareholder

Signature of authorized agent of contracting business entity
(Declarant)



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of a Certification Waiver for an Elementary School Counselor at Serene Hills Elementary

RECOMMENDED ACTION

Administration recommends approval of the District's application to the Commissioner of Education under Texas Education Code § 7.056 for a waiver of the certification requirements applicable to the school counselor position at Serene Hills Elementary for the 2026-2027 school year, including the written plan required to accompany the application.

RATIONALE

The District has experienced ongoing difficulty recruiting certified school counselors. The Serene Hills Elementary counselor position was posted on the District website and on multiple recruitment platforms, and the resulting applicant pools were limited, with many candidates lacking the required certification, the required counseling experience, or both. The counselor for whom the waiver is requested holds a bachelor's degree in Elementary Education and Special Education and a master's degree in Mental Health Counseling and receives ongoing mentoring and support from the Director of Counseling and from her campus principal.

Under Texas Education Code § 21.003 and 19 Texas Administrative Code § 231.1(e), reflected in Policy DBA(LEGAL) – Employment Requirements and Restrictions: Credentials and Records, a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a district unless the person holds an appropriate certificate or permit. Policy DBA(LEGAL) further provides that this requirement does not preclude a district from receiving a waiver under Education Code § 7.056.

Texas Education Code § 7.056 and Policy BF(LEGAL) – Board Policies allow the District to apply to the Commissioner of Education for a waiver of a requirement, restriction, or prohibition imposed by the Education Code or by rule. The application must include a written plan approved by the Board that states the achievement objectives of the campus or district and the inhibition imposed on those objectives by the requirement, together with written comments from the campus-level or district-level committee established under Education Code § 11.251. A waiver is effective for the period stated in the application, which may not exceed three years.

General State Waiver requests to waive certification requirements are considered only where there are unique campus populations, district needs, circumstances, or certification requirements not otherwise addressed by rule. The waiver is a temporary measure for a defined term that maintains the District's compliance with current law and rule.



Board approval of the application and the accompanying written plan allows the Administration to submit the waiver request to the Commissioner and to continue counseling services for students at Serene Hills Elementary without interruption.

BUDGET PROVISIONS

None. The counselor position is funded in the 2026-2027 General Operating Fund.

RESOURCE PERSONNEL

Susan Fambrough – Assistant Superintendent of Human Resources

ATTACHMENTS

1. Texas Education Code § 7.056 waiver application
2. Written plan required by Education Code § 7.056(a)(1)
3. Written comments of the planning and decision-making committee required by Education Code § 7.056(a)(2)

MEETING DATE

September 16, 2026



Waivers

2026-2027 Application for Certifications Waiver

Waiver ID: 89960

Application Information

Category: General**Creator:** Susan Fambrough, District Editor**Status:** Draft**Creation Date:** 9/11/2026**Approving Superintendent:****Assigned To:** Susan Fambrough

Related Waivers (5)

LEA Contact

LEA Information

***First Name:**

Susan

***Last Name:**

Fambrough

***Phone:**

(512) 533-6024

Ext:***Email:**

fambroughs@ltisdschools.org

LEA: LAKE TRAVIS ISD (227913)**Address:** 3322 RANCH RD 620 S, AUSTIN, TX 78738-6801**Phone:** (512) 533-6020**Accountability Rating:** A Exemplary Performance

Date of LEA Board of Trustees Approval

***Date:**

Attach a copy of the board agenda or minutes from the meeting at which the specific waiver request was approved using the LEA Attachments section below.

Information

Pursuant to TEC §7.056 , this waiver allows the district to waive Texas Education Code §21.003, Certification Required; TEC §21.0031, Failure to Obtain Certification; Contract Void; and Texas Administrative Code §231.1(e), Criteria for Assignment of Public School Personnel, which states a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or counselor by a school district unless the person holds an appropriate certificate or permit issued by the State Board for Educator Certification for his or her current assignment. If submitting five or more waiver applications, you will receive an email from Educator Preparation and Certification staff containing an excel spreadsheet to provide additional information for processing.

Certification Waiver Agreement

General State Waiver requests to waive the certification law are considered only for unique district campus populations; district needs; circumstances and/or unique certification requirements not currently covered by rule. The waiver will be for a defined period as a temporary fix to provide district compliance with current law and rule. The term of the waiver is for a maximum period of three years. If the waiver is granted, and without notification from the Texas Education Agency, it is expected the district will have taken action to ensure the district is in compliance with TEC §25.081, §21.003, TEC §21.0031 and TAC §231.1(e) without needing a General State Waiver. Exceptions will be considered on a case-by-case basis. Teacher certification waivers cannot be approved for individuals to serve in special education, bilingual education, or prekindergarten (PK-3) program assignments.

* ☐ I have read and understand the above statement.

Related Waivers (5)

Candidate Information

*First Name:

Maria

Middle Name:

*Last Name:

Bowersock

TEA ID Number:

2673817

*Date of Birth:

05/03/1986



*Projected
Certification Date:

05/31/2028



Assignments

*Area: School Counselor ▼

*Grade Level:

- ☐ All Level (EC-12)
- ☒ Elementary (EC-6)

- ☐ Middle (4-8)
- ☐ Secondary (8-12)

▼ Questions

* 1. Provide a description of the assignment and grade level for this waiver.

101 of 600 characters allowed

Maria Bowersock will serve as an elementary school counselor serving students in grades PK-5th grade.

* 2. Provide a brief description of the unique district circumstances/criteria requiring a State Waiver to allow a non-certified individual to be placed in the requested assignment.

125 of 600 characters allowed

We have two counselor vacancies in the district (one elementary and one high school) with few qualified/certified candidates.

* 3. Did the district list Texas "certification" as one of the search criteria? ☒ Yes ☐ No

* 4. Provide a brief description of the search process to fill the vacancy. Include the breadth of the search process; how long advertised; number of applicants; number of finalists.

583 of 600 characters allowed

The position was posted in the Spring of 2026, and only yielded 11 applicants, of which none had the counseling certification requirement. An interview committee comprised of the principal, assistant principal and Director of Counseling for the district. The committee interviewed 3 candidates and Maria was the unanimous choice of the committee. Maria holds a Bachelor's degree in Elementary Education, Special Education, and has obtained her masters degree in Clinical Mental Health Counseling. She has enrolled in a School Counseling program and will complete this by May of 2028.

* 5. What qualifications did the decision making committee and district stakeholders identify as key district needs for filling this vacancy?

232 of 600 characters allowed

The committee and district leadership team identified needing a counselor who holds a Masters in Counseling for this campus to ensure all students' social , emotional and academic needs are met and the counseling vacancy was filled.

* 6. How is this individual qualified to meet the key district needs?

351 of 600 characters allowed

This candidate has a Bachelor's degree in Elementary Education, Special Education, and has obtained her masters degree in Clinical Mental Health Counseling. She has enrolled in a School Counseling program and will complete this by May of 2028. She also has experience as a counseling intern and is a parent to elementary-aged students in the district.

*** 7. List SBEC certification areas issued:***228 of 600 characters allowed*

She holds a Bachelor's degree in Elementary Education, Special Education, and has obtained her masters degree in Clinical Mental Health Counseling and is in a program to pursue her School Counseling certification by May of 2028.

*** 8. List Out-of-State certification areas issued:***4 of 600 characters allowed*

None

*** 9. List any other professional licenses:***158 of 600 characters allowed*

This candidate holds a Bachelor's degree in Elementary Education, Special Education, and has obtained her masters degree in Clinical Mental Health Counseling.

*** 10. List any educational degree(s) and the university name that were earned at an accredited university recognized by the Texas Higher Education Coordinating Board (THECB). For out-of-country credentials, please list the out-of-country university name.***242 of 600 characters allowed*

This candidate holds a Bachelor's degree in Elementary Education, Special Education from the University of Saint Frances in Indiana, and has obtained her masters degree in Clinical Mental Health Counseling from Liberty University in Virginia.

*** 11. Has this candidate been fingerprinted per SB9 law?** ☒ Yes ☐ No*** 12. What is this person lacking to obtain his/her Texas certification for the assignment (deficiency plan)?***266 of 600 characters allowed*

Texas school counseling certification; we plan to issue the certification waiver for the 2026-2027 and 2027-2028 school year, and after she completes the school counseling certification program and becomes certified as a Texas school counselor she will be certified.

*** 13. If the educator is enrolled in an Educator Preparation Program (EPP), please list the candidate's educator preparation program and the representative you contacted about placing this educator on a certification waiver.***112 of 600 characters allowed*

Masters program in School Counseling at Angelo State University, representative in the counseling office at ASU.

* 14. How will the district evaluate the candidate's performance during the waiver period?

456 of 600 characters allowed

The candidate will be assigned an experienced counselor to serve as a mentor and check in with Maria regularly to ensure compliance and to also receive coaching; the candidate will also meet regularly with the campus principal to set goals and measure progress and ensure counseling goals are met. The Director of Counseling for the district will also meet with the counselor once per month to coach and mentor and ensure compliance with counseling duties.

* 15. How will the district monitor the certification progress of the individual? Documentation must be maintained by the district.

168 of 600 characters allowed

The district Human Resources team will check in quarterly with the candidate to check on progress and ensure goals are being met to meet the certification requirements.

* 16. If this waiver is granted, what is the district's back-up plan to ensure that at the expiration of the waiver period, the district will have an individual with Texas certification appropriate for the assignment?

206 of 600 characters allowed

We plan to issue a certification waiver for the 2026-2027 and 2027-2028 school year, and after she completes her certification requirements and program, she will be certified as a school counselor in Texas.

Related Waivers (5)

Requested Years

Years

2026-2027☒

2027-2028☒

2028-2029☐

*At least one school year is required.

⬆️ LEA Attachments (0)

There are no LEA attachments.

Add Attachment

*Attachment title

Choose File

No file chosen

Add

⬇️ Change History

Click to expand.

Complete & Route

Save

Cancel Application

Print PDF

Close

Related Waivers (5)



SERENE HILLS ELEMENTARY SCHOOL

We are Sailor Strong.

September 11, 2026

To Whom It May Concern:

Lake Travis ISD has experienced challenges recruiting certified school counselors. Despite posting the Serene Hills Elementary counselor position on the district website and multiple recruitment platforms, the applicant pool was limited, and many candidates lacked the required certification and/or counseling experience.

Given these recruitment challenges, Lake Travis ISD selected Maria Bowersock to serve as the counselor for Serene Hills Elementary and is requesting a waiver for her placement in this role. Although Ms. Bowersock is not a certified school counselor, she brings a strong educational and counseling background to the position. She holds a bachelor's degree in Elementary Education and Special Education and a master's degree in Mental Health Counseling. In addition, she is receiving ongoing mentoring and support from the Director of Counseling and her campus principal to ensure she has the guidance and resources necessary to effectively serve the students, families, and staff of Serene Hills Elementary.

Maria has already jumped in with both feet and we are thrilled to have her as a part of the SHE team!

Best,

Kara Reeh
Principal



Lake Travis Independent School District

One Community. One Purpose. All Heart.

Date: September 16, 2026

To: Dr. Null, Superintendent

LTISD Board of Trustees

From: Susan Fambrough, Assistant Superintendent of Human Resources

Re: Support Plan for Maria Bowersock, SHE Counselor

Dr. Null and the LTISD Board of Trustees:

Maria Bowersock was recommended for hire as the Serene Hills Elementary counselor. She holds a bachelor's degree in Elementary Education and Special Education and a master's degree in Clinical Mental Health Counseling. She is currently enrolled in the School Counseling certification program at Angelo State University and is expected to complete the requirements for Texas School Counselor certification by May 2028.

The district and campus supports we will put in place include the following:

- The district will issue a certification waiver for the 2026–2027 and 2027–2028 school years to allow the counselor to continue serving in the counseling role while completing certification requirements.
- Human Resources will conduct quarterly check-ins with the counselor to monitor progress toward certification, review program requirements, identify barriers, and ensure established goals are being met.
- Maria will be assigned an experienced counselor to serve as a mentor and check in with Maria regularly to ensure compliance and to also receive coaching.
- Maria will also meet regularly with the campus principal to set goals and measure progress and ensure counseling goals are met.
- The Director of Counseling for the district will also meet with the counselor once per month to coach and mentor and ensure compliance with counseling duties.
- The district will provide reasonable support and guidance to assist the counselor in completing the certification process.

Maria plans to complete the Angelo State University program and all applicable Texas certification requirements and obtain Texas School Counselor certification by May 2028.



LAKE TRAVIS
INDEPENDENT SCHOOL DISTRICT

AGENDA ITEM ACTION SHEET

AGENDA ITEM

August 2026 Monthly Financial Reports

RECOMMENDED ACTION

No action required. Item is provided for the Board's information.

RATIONALE

This item provides the Board and the community with an update on the District's financial position for August 2026.

The financial highlights for the period ending August 31, 2026, include the following:

- The financial reports reflect activity through two months (17%) of the fiscal year with recorded General Fund expenditures of 11% of the budget.
- The cash and temporary investments balance for all governmental and proprietary funds totals \$288,847,488. Investment instruments, focused on security and liquidity, include Local Government Investment Pools and money market funds approved under the Public Funds Investment Act.
- Investments are reported to the Board on a quarterly basis. Due to the change in fiscal year from September 1 to July 1, the investment report reflects the period ending June 30, 2026. The interest earnings on deposits for the one-month period totaled \$876,786 for a fiscal year total of \$10,133,753.
- Monthly tax collections totaled \$321,890 representing a collection rate of 99.39% of 2025 total adjusted tax levy, in comparison to the prior year of 98.71%.
- Total expenditures from the 2023 bond program are approximately \$216.3 million, with approximately \$126.7 million in remaining funds.
- Total expenditures from the 2024 bond program are approximately \$41.2 million, with approximately \$106 million in remaining funds. Proceeds from the issuance of the remaining authorized bonds were deposited on August 27, 2026.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Chief Financial Officer

Brad Goerke – Director of Finance



ATTACHMENTS

1. Statement of Revenues and Expenditures – August 2026
2. Balance Sheet – August 2026
3. Tax Statement – August 2026
4. 2023 Capital Projects Report – August 2026
5. 2024 Capital Projects Report – August 2026
6. Quarterly Investment Report – June 30, 2026

MEETING DATE

September 16, 2026

Lake Travis ISD
STATEMENT OF REVENUE AND EXPENDITURES
GENERAL FUND

8/31/2026

Current Year

Prior Year

		Budget	Actual	Balance	Percent of Budget	Cumulative Actual	Percent of Actual
Revenues							
5711	Current Year Tax Revenue	\$ 130,447,304	\$ -	130,447,304	0.00%	\$ 323,356	0.25%
5700	Other Local Revenues	6,151,000	688,946	5,462,054	11.20%	\$ 865,535	15.34%
5800	State Program Revenue	14,220,940	1,047,966	13,172,974	7.37%	\$ 2,811,462	19.84%
5900	Federal Revenue	140,000	3,082	136,918	2.20%	\$ 160,343	52.76%
Total Revenue		\$ 150,959,244	\$ 1,739,994	\$ 149,219,250	1.15%	\$ 4,160,696	2.81%

Expenditures

11	Instruction	\$ 67,903,504	\$ 8,511,720	\$ 59,391,784	12.54%	\$ 7,702,512	11.06%
12	Instructional Resources	1,078,521	131,794	946,727	12.22%	\$ 133,814	12.91%
13	Staff Development	419,882	47,056	372,826	11.21%	\$ 191,858	17.88%
21	Instructional Administration	2,071,548	412,385	1,659,163	19.91%	\$ 505,628	22.87%
23	School Administration	6,794,761	1,078,826	5,715,935	15.88%	\$ 891,215	13.67%
31	Guidance & Counseling	4,880,806	620,116	4,260,690	12.71%	\$ 721,685	14.79%
32	Social Work Services	259,474	34,446	225,028	13.28%	\$ 15,679	4.80%
33	Health Services	933,676	118,297	815,379	12.67%	\$ 71,910	6.88%
34	Transportation	5,067,873	759,791	4,308,082	14.99%	\$ 839,010	15.11%
35	Food Service	130,193	22,785	107,408	17.50%	\$ 49,396	36.30%
36	Co-Curricular Account	2,755,580	282,014	2,473,566	10.23%	\$ 325,242	11.71%
41	General Administration	4,427,919	901,635	3,526,284	20.36%	\$ 954,081	19.18%
51	Plant & Maint. Operation	12,705,136	3,251,534	9,453,602	25.59%	\$ 1,696,307	13.57%
52	Security	1,896,106	281,063	1,615,043	14.82%	\$ 369,572	20.63%
53	Non-Inst. Data Processing	2,990,189	524,408	2,465,781	17.54%	\$ 731,620	22.28%
61	Community Services	368,523	30,941	337,582	8.40%	\$ 105,983	18.09%
71	Debt Service	125,000	-	125,000	0.00%	\$ -	0.00%
81	Facilities/Construction	41,276	7,225	34,051	17.50%	\$ (669)	-1.80%
91	State Transfers	36,687,287	-	36,687,287	0.00%	\$ -	0.00%
92	Incremental Cost WADA	-	-	-	0.00%	\$ -	0%
93	SPED TRF-Regular Day	123,285	-	123,285	0.00%	\$ -	0.00%
95	JJAP Transfer Payments	10,000	-	10,000	0.00%	\$ -	0.00%
99	Travis County Appraisal	1,025,000	-	1,025,000	0.00%	\$ -	0.00%
Total Expenditures		\$ 152,695,539	\$ 17,016,035	\$ 135,679,504	11.14%	\$ 15,304,844	9.85%

Other Resources and (Uses)

7990	Other Resources	500,000	-	500,000		-	
8990	Other Uses	-	-	-		-	
8911	Transfers-Out	-	-	-		-	
Total Resources & Uses		\$ 500,000	\$ -	\$ 500,000		\$ -	0.00%

Fund Balance

1200	Excess (Deficiency) Of Revenues Over Expenditures	\$ (1,236,295)	\$ (15,276,041)
3000	Beginning Fund Balance 7/1	\$ 35,627,870	
3000	Ending Fund Balance 6/30	\$ 34,391,575	
3590	Committed Fund Balance	\$ 684,722	
3600	Unassigned Fund Balance	\$ 33,706,853	

Lake Travis ISD
COMBINED INTERIM BALANCE SHEET - ALL FUND TYPES
AS OF: August 31, 2026

<i>Assets</i>	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Internal Svc., Trust & Agency Funds	Total Funds
Current Assets:						
1101 Cash	\$ 1,822,641	\$ 2,302,439	\$ 2,363,775	\$ 4,598,534	\$ 4,386,973	\$ 15,474,361
1103 Temporary Investments	26,722,762		12,252,892	234,179,232	218,240	273,373,127
Total Cash and Investments	\$ 28,545,403	\$ 2,302,439	\$ 14,616,667	\$ 238,777,766	\$ 4,605,213	\$ 288,847,488
Receivables:						
1210 Property Taxes-Current	\$ 1,584,430	\$ -	\$ 825,066	\$ -	\$ -	\$ 2,409,496
1220 Property Taxes-Delinquent	3,061,763	-	1,387,067	-	-	4,448,830
1230 Allowance-Uncollected Taxes	(1,315,438)	-	(579,581)	-	-	(1,895,019)
1240 Due From Federal Agencies	-	(8,181)	-	-	-	(8,181)
1250 Sundry Receivables	26,103	2,682	-	-	-	28,785
1260 Due From Funds	2,256,413	-	-	-	-	2,256,413
1280 Due From Other Funds Warehouse Items	435	-	-	-	(503,858)	(503,423)
1290 Other Receivables	578,096	-	-	-	-	578,096
1300 Inventories, At Cost	71,868	39,822	-	-	-	111,690
Total Receivables	\$ 6,263,670	\$ 34,323	\$ 1,632,552	\$ -	\$ (503,858)	\$ 7,426,686
1400 Other Current Assets			-	-	370,050	370,050
Total Assets	\$ 34,809,073	\$ 2,336,762	\$ 16,249,219	\$ 238,777,766	\$ 4,471,404	\$ 296,644,224
Resources						
5010 Estimated Revenue	\$ 151,459,244	\$ 13,921,782	\$ 63,700,000	\$ 108,093,994	\$ 17,998,011	\$ 355,173,031
5030 Less: Realized Revenue	2,708,762	847,364	435,279	109,889,254	2,328,598	116,209,257
5000 Revenues to be Received	148,750,482	13,074,418	63,264,721	(1,795,260)	15,669,413	238,963,774
Total Assets & Resources	\$ 183,559,555	\$ 15,411,180	\$ 79,513,940	\$ 236,982,506	\$ 20,140,817	\$ 535,607,998
Liabilities						
Current Liabilities:						
2110 Accounts Payable	\$ 2,235	\$ 1,258	\$ -	\$ 16,755	\$ 826,650	\$ 846,899
2160 Accrued Wages Payable	9,047,338	486,185	-	103,726	178,926	9,816,175
2170 Due To Other Funds	(884)	14,519	-	-	1,761,696	1,775,332
2180 Due To Other Govt's	553,353	-	-	-	-	553,353
2190 Due To Student Groups	-	-	-	-	-	-
2150 Payroll Deduct & Withhold	-	-	-	-	306,166	306,166
2140 Bond Interest Payable	-	-	-	-	-	-
Total Current Payables	\$ 9,602,043	\$ 501,963	\$ -	\$ 120,481	\$ 3,073,439	\$ 13,297,925
2210 Accrued Expenses	-	-	-	5,768,137	572,279	6,340,416
2300 Deferred Revenue	-	262,085	-	-	-	262,085
2400 Payable From Restricted Assets	-	-	-	-	-	-
2600 Deferred Inflows	3,886,433	-	1,499,382	-	-	5,385,815
Total Liabilities	\$ 13,488,476	\$ 764,048	\$ 1,499,382	\$ 5,888,617	\$ 3,645,718	\$ 25,286,241
Fund Equity						
6010 Appropriations	\$ 152,695,539	\$ 13,983,764	\$ 63,564,880	\$ 562,043,878	\$ 18,298,011	\$ 810,586,072
6050 Less: Expenditures	(17,016,035)	(1,472,356)	(7,500)	(27,317,148)	(2,709,435)	(48,522,474)
6030 Encumbrances	-	-	-	-	-	-
Available Appropriations	\$ 135,679,504	\$ 12,511,408	\$ 63,557,380	\$ 534,726,730	\$ 15,588,576	\$ 762,063,598
4310 Reserve For Encumbrances	-	-	-	-	-	-
3600 Unassigned Fund Balance	33,706,853	2,135,723	14,457,178	(303,632,841)	906,523	(252,426,563)
3590 Committed Fund Balance - Accr. Leave	684,722	-	-	-	-	684,722
Total Liability & Fund Equity	\$ 183,559,555	\$ 15,411,180	\$ 79,513,940	\$ 236,982,506	\$ 20,140,817	\$ 535,607,997

SUMMARY OF TAX COLLECTIONS
AS OF AUGUST 2026

2025-26 Original Tax Levy	\$ 191,562,699.91
Delinquent Taxes as of 8/31/2025	<u>6,316,729.71</u>
 Total Receivables for 2025-26	 \$ 197,879,429.62
Current Year Adjustments	(2,010,497.95)
Prior Year Adjustments	<u>(737,338.15)</u>
 Adjusted Receivables.....	 \$ 195,131,593.52
Total Net Collections To Date	<u>(189,749,291.26)</u>
 Outstanding Receivables as of 8/31/2026	 \$ <u>5,382,302.26</u>

<u>SUMMARY OF BUDGETED COLLECTIONS</u>	<u>BUDGETED</u>	<u>NET COLLECTED</u>	<u>BUDGETED DIFFERENCE</u>	<u>% OF BUDGET COLLECTED</u>
Maintenance - Current Tax	\$ 127,900,000.00	\$ 128,259,831.40	\$ (359,831.40)	100.28%
Maintenance - Prior Year Tax	800,000.00	802,866.08	(2,866.08)	100.36%
Maintenance - Penalties & Interest	<u>850,000.00</u>	<u>929,163.18</u>	<u>(79,163.18)</u>	<u>109.31%</u>
Sub-total	<u>\$ 129,550,000.00</u>	<u>\$ 129,991,860.66</u>	<u>\$ (441,860.66)</u>	<u>100.34%</u>
 Debt Service - Current Tax	 \$ 58,500,000.00	 \$ 58,979,352.39	 \$ (479,352.39)	 100.82%
Debt Service - Prior Year Tax	100,000.00	356,237.15	(256,237.15)	356.24%
Debt Service - Penalties & Interest	<u>300,000.00</u>	<u>421,841.06</u>	<u>(121,841.06)</u>	<u>140.61%</u>
Sub-total	<u>\$ 58,900,000.00</u>	<u>\$ 59,757,430.60</u>	<u>\$ (857,430.60)</u>	<u>101.46%</u>
 Total Collections	 <u>\$ 188,450,000.00</u>	 <u>\$ 189,749,291.26</u>	 <u>\$ (1,299,291.26)</u>	 <u>100.69%</u>

<u>Tax Collection Comparison with 2025-26: Adjusted Tax Roll</u>	<u>2025-26</u>	<u>2024-25</u>	<u>2023-24</u>
Percent of Current Year Taxes Collected	98.78%	98.79%	98.94%
Percent of Total Taxes Collected	99.39%	98.71%	97.76%
Percent of Total Taxes and P & I Collected	100.10%	99.33%	98.37%

<u>Tax Collection Comparison with 2025-26: Original Tax Roll</u>			
Percent of Current Year Taxes Collected	97.74%	97.48%	97.50%
Percent of Total Taxes Collected	98.35%	97.40%	96.34%
Percent of Total Taxes and P & I Collected	99.05%	98.01%	96.93%

Lake Travis ISD
2023 Bond Program
August 31, 2026

Resources	Original Budget	Amended Budget	Total Resources	Balance
Bond Proceeds -Prop A	548,410,330.00	525,405,696.00	247,125,300.00	278,280,396.00
Bond Proceeds -Prop B	60,790,110.00	71,149,744.00	40,229,700.00	30,920,044.00
Interest Revenue - Prop A	0.00	38,700,000.00	35,211,447.03	3,488,552.97
Interest Revenue - Prop B	0.00	6,300,000.00	5,732,096.02	567,903.98
Positive Bond Arbitrage	0.00	(8,441,944.00)	0.00	(8,441,944.00)
Bond Premiums	0.00	14,705,427.00	14,705,427.00	0.00
Total Resources	609,200,440.00	647,818,923.00	343,003,970.05	304,814,952.95

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
Elementary School (Bee Creek Rd)	50,917,526.00	50,917,526.00	172,706.74	50,744,819.26
Elementary School #8 (HPR)	55,517,521.00	55,517,521.00	5,704,087.43	49,813,433.57
Secondary School #2	179,990,620.00	182,990,620.00	56,034,938.04	126,955,681.96
Campus/District Facilities Projects	177,393,335.00	174,125,436.00	80,355,643.39	93,769,792.61
FCA Projects	36,312,528.00	36,258,577.00	12,272,932.28	23,985,644.72
Technology Improvements	60,790,110.00	60,790,110.00	33,373,061.69	27,417,048.31
Construction/Renovation	560,921,640.00	560,599,790.00	187,913,369.57	372,686,420.43

Curriculum and Instructional Materials	1,800,000.00	5,452,003.00	2,035,999.30	3,416,003.70
Copy Machines	585,300.00	585,300.00	508,758.05	76,541.95
Maintenance	273,500.00	298,500.00	249,746.90	48,753.10
Transportation	9,620,000.00	9,641,850.00	3,378,199.99	6,263,650.01
District Furniture & Equipment	1,500,000.00	1,655,366.00	819,050.45	836,315.55
FANS Equipment	0.00	3,879,972.00	1,189,063.70	2,690,908.30
Land	15,000,000.00	17,095,439.00	16,497,302.46	598,136.54
Bond Closing	4,000,000.00	4,000,000.00	2,060,427.00	1,939,573.00
Contingency	12,000,000.00	40,445,703.00	0.00	40,445,703.00
Program Management	3,500,000.00	3,600,000.00	1,112,211.14	2,487,788.86
Professional Services	0.00	565,000.00	560,197.19	4,802.81

Other Programs	48,278,800.00	87,219,133.00	28,410,956.18	58,808,176.82
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Total 2023 Bond Program	609,200,440.00	647,818,923.00	216,324,325.75	431,494,597.25
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Lake Travis ISD
2024 Bond Program - Athletics
August 31, 2026

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds -Athletics	143,093,994.00	138,505,000.00	138,505,000.00	0.00
2 Interest Revenue	0.00	3,720,000.00	3,178,118.36	541,881.64
3 Interest Subject to Arbitrage Rebate	0.00	(753,827.00)	0.00	(753,827.00)
4 Bond Premiums	0.00	5,676,740.00	5,676,740.45	(0.45)
Total Resources	143,093,994.00	147,147,913.00	147,359,858.81	(211,945.81)

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Lake Travis High School	35,638,190.00	53,613,190.00	39,707,772.78	13,905,417.22
20 High School No. 2	102,748,000.00	87,748,000.00	0.00	87,748,000.00
30 Lake Travis Middle School	1,200,000.00	1,200,000.00	161,686.00	1,038,314.00
40 Hudson Bend Middle School	2,307,804.00	2,107,804.00	202,013.00	1,905,791.00
50 Bee Cave Middle School	1,200,000.00	1,200,000.00	0.00	1,200,000.00
91 Bond Closing	0.00	1,087,747.00	1,087,746.45	0.55
94 Contingency	0.00	171,172.00	0.00	171,172.00
98 Professional Services	0.00	20,000.00	0.00	20,000.00

Construction/Renovation	143,093,994.00	147,147,913.00	41,159,218.23	105,988,694.77
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Total 2024 Bond Program	143,093,994.00	147,147,913.00	41,159,218.23	105,988,694.77
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LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT
QUARTERLY INVESTMENT SCHEDULE
For the Month Ending 06/30/2026

INVESTMENTS BY POOLED FUND GROUP

	Beginning Book Value For Period	Increase (Decrease) For Period	Ending Book Value For Period	Beginning Market Value For Period	Increase (Decrease) For Period	Ending Market Value For Period	Accrued Interest - Period	Accrued Interest - FYTD
Local Maintenance	88,549,367	(14,179,951)	74,369,417	88,549,367	(14,179,951)	74,369,417	256,945	1,811,663
Debt Service	21,625,291	322,735	21,948,026	21,625,291	322,735	21,948,026	65,138	754,699
Capital Projects 2023	177,865,779	(14,485,178)	163,380,601	177,865,779	(14,485,178)	163,380,601	526,330	6,473,784
Capital Projects 2024	13,876,049	(6,611,008)	7,265,041	13,876,049	(6,611,008)	7,265,041	27,415	745,341
Tax Clearing	820,701	(595,677)	225,023	820,701	(595,677)	225,023	467	343,122
Workers Comp Fund	216,731	491	217,222	216,731	491	217,222	491	5,144
TOTAL INVESTMENTS	302,953,918	(35,548,588)	267,405,330	302,953,918	(35,548,588)	267,405,330	876,786	10,133,753

MONEY MARKET ACCOUNTS

	Yield (%)	Beginning Book Value For Period	Increase (Decrease) For Period	Ending Book Value For Period	Beginning Market Value For Period	Increase (Decrease) For Period	Ending Market Value For Period	Accrued Interest - Period	Accrued Interest - FYTD
TexPool									
Local Maintenance	3.62%	68,959,811	(8,231,634)	60,728,177	68,959,811	(8,231,634)	60,728,177	205,262	1,340,704
Debt Service	3.62%	21,177,058	321,795	21,498,854	21,177,058	321,795	21,498,854	64,199	744,990
Capital Projects 2023	3.62%	39,474,682	(7,902,354)	31,572,328	39,474,682	(7,902,354)	31,572,328	109,154	2,089,144
Capital Projects 2024	3.62%	13,613,057	(6,611,559)	7,001,498	13,613,057	(6,611,559)	7,001,498	26,864	671,909
Tax Clearing	3.62%	820,701	(595,677)	225,023	820,701	(595,677)	225,023	467	343,122
Workers Comp Fund	3.62%	134,443	403	134,846	134,443	403	134,846	403	4,203
Total TexPool		144,179,752	(23,019,027)	121,160,726	144,179,752	(23,019,027)	121,160,726	406,348	5,194,072
TEXAS CLASS									
Local Maintenance	3.78%	8,275,892	25,658	8,301,550	8,275,892	25,658	8,301,550	25,658	359,223
Capital Projects 2023	3.78%	127,291,318	394,643	127,685,960	127,291,318	394,643	127,685,960	394,643	4,019,235
Total MBIA		135,567,210	420,301	135,987,510	135,567,210	420,301	135,987,510	420,301	4,378,457
Prosperity									
Local Maintenance	3.56%	11,313,664	(5,973,974)	5,339,690	11,313,664	(5,973,974)	5,339,690	26,026	111,737
Debt Service	2.58%	448,233	939	449,172	448,233	939	449,172	939	9,709
Capital Projects 2023	3.56%	11,099,779	(6,977,466)	4,122,313	11,099,779	(6,977,466)	4,122,313	22,534	365,406
Capital Projects 2024	2.84%	262,991	551	263,542	262,991	551	263,542	551	73,432
Workers Comp Fund	1.31%	82,289	88	82,377	82,289	88	82,377	88	941
Total Prosperity		23,206,956	(12,949,862)	10,257,094	23,206,956	(12,949,862)	10,257,094	50,138	561,224
Total Money Markets		302,953,918	(35,548,588)	267,405,330	302,953,918	(35,548,588)	267,405,330	876,786	10,133,753
TOTAL INVESTMENTS		302,953,918	(35,548,588)	267,405,330	302,953,918	(35,548,588)	267,405,330	876,786	10,133,753

The district's investment strategy for the above funds is as follows:

Operational Funds - Shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Fund - Shall have sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents.

Capital Projects Funds - Shall have sufficient investment liquidity to timely meet capital project obligations.

This report is prepared in compliance with Lake Travis ISD Investment Policies CDA(Legal) and CDA(Local) and with the Public Funds Investment Act, TX Govt Code Ch. 2256.


Pam Sanchez, Assistant Sup. For Business and Financial Services

8/14/26
Date


Brad Goerke, Director of Finance

8/14/2026
Date



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Board Notification under Board Policy CH(LOCAL) – UT OnRamps

RECOMMENDED ACTION

No action required. Item is provided for the Board's information.

RATIONALE

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. Under Policy CH(LOCAL) – Purchasing and Acquisition, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, requires Board approval before a transaction may take place, except as otherwise provided in the policy. The Superintendent is not required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;
2. A purchase made through a cooperative purchasing program, in accordance with law;
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing; or
4. A purchase for produce or fuel.

OnRamps is the University of Texas at Austin's dual enrollment program. There are currently 712 course enrollments planned for 505 OnRamps students at Lake Travis High School for the 2026-2027 school year.

The estimated cost of the District's 2026-2027 participation is \$106,088, which will vary with second-semester enrollment. Because the purchase is made pursuant to a Board-approved interlocal contract with The University of Texas at Austin, it falls within the first exception above and is reported to the Board rather than presented for approval.

BUDGET PROVISIONS

Estimated \$106,088. The cost to families is \$149 per 3-credit-hour OnRamps course, with a subsidy available for students who qualify for free or reduced-priced meals.

RESOURCE PERSONNEL

Lyndsaie Benton, Ed. D. – Senior Executive Director of Curriculum and Instruction
Pam Sanchez – Chief Financial Officer

ATTACHMENTS

Fully Executed Interlocal Agreement Between The University of Texas at Austin and Lake Travis ISD
For the 2026-2027 OnRamps Program



MEETING DATE
September 16, 2026

**Interlocal Agreement
Between
The University of Texas at Austin
and
Lake Travis ISD**

FOR THE 2026-2027 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2026, is entered on the Effective Date by and between Contracting Parties on pursuant to the authority granted in and in compliance with Chapter 791 of the Texas Government Code.

Contracting Parties:

Receiving Party: Lake Travis ISD ("LTISD")
3322 Ranch Road 620 S
Austin, TX 78738

Performing Party: The University of Texas at Austin ("UT Austin")
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712

WHEREAS, UT Austin and LTISD are collaborating to offer high school students the opportunity to enroll in college courses while attending high school and simultaneously receive academic credits from UT Austin and their LTISD high school(s).

WHEREAS, students will be able to participate in dual enrollment, distance education courses called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Interlocal

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an "interlocal contract" within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide "governmental functions or services," as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. Nature of OnRamps

UT Austin and LTISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from LTISD and college credits from UT Austin through a distance education college course.

LTISD and UT Austin will share the responsibility to implement OnRamps. By entering into this Agreement for the delivery of distance college courses, LTISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at LTISD.

3. Fees and Payments

Enrollment Fees:

The cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for LTISD will be defined on a per-student, per-course basis. The maximum 2026-2027 fee is \$60.10 per credit hour, or \$180.30 for each three-hour course, per student.

LTISD is paying a subsidized rate. Subject to available funding, during the 2026-2027 school year, the fee of \$180.30 per three-hour course per student is subsidized to \$149. Enrollment cost subsidies are paid for by OnRamps and applicable state appropriations. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

UT Austin may opt into the Financial Aid for Swift Transfer program annually which allows eligible students to enroll in OnRamps courses at no cost. UT Austin will determine opt in status annually in accordance with rules stated by Texas Higher Education Coordinating Board.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the enrollment census date which will be determined and communicated on or before June 1, 2026, including FAST opt-in status. The enrollment fee includes access to all course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student does not earn or accept college credit in the course.

Professional Learning and Development (PLD) Fee:

The cost of OnRamps professional learning and development will be assessed on a per-teacher basis according to the fee schedule in Exhibit C, for teachers who are implementing one or more OnRamps courses at the beginning of the academic year. This fee includes professional learning and development services, course materials, technology tools, and technical assistance required for implementation during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, learning modules, communities of practice, professional development assignments, and access to individual virtual coaching.

The Professional Learning and Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

LTISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin
OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps dual enrollment courses will be shared by LTISD and OnRamps. LTISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the "Services."

4.1 Responsibilities of OnRamps

Enrollment and Records

- A. Provide an online registration process for high school students to enroll in OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal).
- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administration, implementation, and improvement, including official reporting to UT Austin and LTISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on UT Austin transcripts for students who earn and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Course Curriculum, Instruction, and Grading

- E. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials are developed by UT Austin faculty and academic staff or selected from open educational resources and will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).

- G. Administer OnRamps distance college courses via a dual enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or year-long courses.
 - a. Semester-long and year-long course college enrollment information
 - i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to earn college credit.
 - ii. Students must earn a passing grade (D- or above) on the designated portion of the course determined by the UT Austin Instructor of Record to earn college credit in the OnRamps distance college course.
 - iii. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - iv. College credits earned and accepted by students are reported to the University Registrar for official transcription.
 - v. Students who accept college credit will have an official UT Austin academic record and eligibility to order a transcript showing the letter grade earned in the course.
- H. Provide technology and support services necessary for teaching and learning in OnRamps:
 - a. Maintain servers operated by or hosted on OnRamps's web-based Canvas LMS.
 - b. Provide access and training on the Canvas LMS for every OnRamps student to access course content and instructional experiences.
 - c. Provide online and phone-based technical support to OnRamps teachers, students, and UT Austin faculty using the curriculum when that support is not provided through Canvas LMS.
 - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments in Rhetoric courses.
 - e. Provide online access to pertinent student policies including the Academic Integrity process and policies, Family Educational Rights and Privacy Act (FERPA) Policy, accommodations, registration procedures, and college credit and transferability information.
 - f. Provide a student orientation module in Canvas LMS for all OnRamps courses that details OnRamps enrollment, student academic integrity, and FERPA rights.
 - g. Provide information regarding course curriculum and grading through the online syllabus for each course.
 - h. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, credit status, and official transcript requests.

- i. Provide information on procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.
- j. Provide students with appropriate access to academic advising and counseling resources and supports.

Professional Development and Support

- I. Deliver professional learning to LTISD teachers who implement the OnRamps course. Teachers implementing an OnRamps course are required to participate in and complete all OnRamps professional learning and development program components.
 - a. 2026 Summer PLI will be delivered by OnRamps using distance education and virtual learning technologies. Summer PLI is required for all OnRamps high school teachers.
 - b. Academic year PLIs will consist of two one-day PLIs for new and returning participating teachers delivered virtually during the fall and spring semesters. LTISD teachers are required to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
 - c. Virtual conferences for implementing LTISD new and returning teachers held up to eight times per year.
 - d. LTISD teacher participants will be credited with continuing professional education hours for the hours of documented attendance.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to LTISD administrators and high school counselors.
- K. Deliver in-person or virtual presentations and/or workshops to LTISD staff and community members regarding the OnRamps program overview, implementation, and strategies for success based on advance scheduling and availability of OnRamps staff.
- L. OnRamps will hire and assign a designated qualified course lead for each course offered. The designated course lead will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching access to each OnRamps high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as LTISD high school teachers and administrators. OnRamps will provide updates through regularly identified reporting schedules to the identified LTISD Main Contact and, as needed, regarding the status of OnRamps course and professional learning and development implementation, based on regular review of data, including communication with the OnRamps LTISD high school teacher(s) and student performance and engagement data.
 - a. OnRamps staff will inform LTISD administration of any serious concerns regarding LTISD or campus implementation of the OnRamps course pertaining

to quality and fidelity. If LTISD implementation of the OnRamps course is deemed unsatisfactory, OnRamps reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.

- b. A LTISD high school teacher deemed by OnRamps to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with OnRamps expectations and be provided individual coaching and support as available through the course staff, OnRamps PLLs, a community of practice, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement in OnRamps' sole discretion, OnRamps will notify LTISD, who will use its best efforts to identify an alternate high school teacher, and LTISD will work with OnRamps to continue implementation of the course with the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.
- c. Should OnRamps deem an OnRamps LTISD high school teacher as not compatible with or not in the best interest of the OnRamps in OnRamps' sole discretion, OnRamps will notify LTISD who will work with OnRamps to continue the course through an alternate teacher.
- d. Any person performing Services under this Agreement on behalf of OnRamps must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of OnRamps must inform the LTISD district contact.

Location Student Participation, and Extended Student Absences

- P. OnRamps dual enrollment instruction will occur in the facilities of the high school campus with the designated high school Instructor who has completed OnRamps professional learning institute requirements.
- Q. All students in the class must be high school students enrolled in the OnRamps course.
- R. When the student is unable to attend school in the designated high school facility with a qualified and selected OnRamps high school Instructor, the student may continue in the online distance college course based on criteria provided in the Implementation Manual.

4.2 Responsibilities of LTISD [subject to LTISD policies and applicable law]

- A. Implement one or more OnRamps courses in accordance with this Agreement, the OnRamps Implementation Manual, and the OnRamps Technical Manual, which will be provided by OnRamps to District and are hereby incorporated by reference.
 - a. Assign a(n) LTISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for LTISD administration with OnRamps staff.
 - i. This LTISD contact will provide up-to-date contact information for LTISD and its campus administration. In the event there is a change in administration at LTISD or at its campuses, the LTISD contact will update the OnRamps Portal.
 - ii. This LTISD contact will communicate registration timelines for campus administration and ensure required professional learning for a campus counselor focused on advising students and monitoring aspects of the implementation of OnRamps respective to their role.
 - b. OnRamps syllabi and course content may not be used to satisfy the requirements for third party evaluation, including Advanced Placement (AP) curriculum.
 - c. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identities, the UT Austin Department of Rhetoric and Writing:
 - i. Prohibits the OnRamps courses from being offered as an AP English course.
 - ii. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternatively, a teacher may have 60 students distributed in three (3) or more sections. With approval, the cap of 60 students may be exceeded in exceptional circumstances at OnRamps' sole discretion.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), consistent with LTISD policies.
 - a. Minimum requirements for all OnRamps LTISD high school teachers include:
 - i. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g., calculus for pre-calculus).
 - ii. Completed annual OnRamps teacher application.
 - iii. Obtain a UT EID in order to access Canvas LMS, the OnRamps Portal, and other systems required for implementation of OnRamps. OnRamps will provide the designated OnRamps teacher privileged access to student information and other systems through the UT EID. OnRamps may suspend, terminate, or revoke OnRamps teacher access to its systems through the EID affiliation at OnRamps' sole discretion. The EID affiliation with OnRamps will be revoked if this agreement is terminated or if an OnRamps LTISD high school teacher can no longer implement the course.
 - iv. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of FERPA training module provided by OnRamps. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. LTISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who

does not complete the required self-directed or Summer PLI tasks may not be eligible to implement an OnRamps course. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Director of Instructional Innovation and Implementation and Executive Director at their discretion.

- v. Attendance and successful completion of Summer PLI, all required academic year PLIs, monthly virtual conferences or learning modules, and professional development assignments.
 - 1. OnRamps LTISD high school teachers must participate in the entire Summer PLI and complete all assigned work including pre-, during, and post-PLI.
 - 2. LTISD teachers are required to participate in and fully complete both academic year PLIs in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI will provide six hours of continuing professional education hours, not to exceed eight hours.
 - 3. Instructors teaching spring-only courses will have a one-hour virtual learning event held in December to reinforce learning from the summer.
- vi. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
- vii. Adhere to guidelines regarding OnRamps course content intellectual property. LTISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
- viii. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS or designated platforms as specified in the OnRamps Technology Manual.
- b. Additional requirements for OnRamps returning LTISD teachers include:
 - i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
- C. Ensure OnRamps LTISD high school teachers and students have the necessary resources to implement OnRamps with fidelity, including, but not limited to:
 - a. Daily access to the OnRamps Portal and Canvas LMS. Participating LTISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.
 - b. Access to computer, internet, and URLs in approved allow lists, as specified by OnRamps, and adhere to requirements outlined in the most recent OnRamps Technology Manual.
 - c. Scheduled access to technology that meets the specifications defined by OnRamps for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators or graphing calculator functions as specified in the most recent OnRamps Technology Manual.
 - e. Audio/visual projection and/or whiteboard.

- f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
 - g. Required lab materials for BIO 106M, CH 104M, CH 104N, GEO 302E, and PHY 102M.
 - h. The Biology and Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps LTISD high school teachers implement OnRamps with fidelity, including the following requirements:
 - a. Adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
 - b. Ensure students complete the OnRamps registration process and student orientation, including creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - c. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
 - d. Use Canvas LMS to assign and grade high school work as specified by OnRamps.
 - e. Participate in professional learning and development activities, including Summer PLI, academic year PLIs, video conferences, learning modules, communities of practices and uploads of classroom video, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the academic year PLIs, LTISD agrees to pay the cost of substitute teachers for the days the teacher will attend the academic year PLIs.
 - f. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course staff regarding the success and challenges of implementation, responding in a timely manner to requests for information.
 - g. Notify OnRamps of LTISD high school teacher absences of five or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.
- E. Ensure students register for OnRamps courses to meet OnRamps requirements, including:
 - a. Recruit, advise, and approve students to participate in OnRamps courses.
 - b. Designate employee(s) responsible for providing academic advising to students enrolled in OnRamps courses prior to the start of the course.
 - c. Ensure students enrolled in OnRamps meet the minimum academic requirements for each course as shown in Exhibit A.
 - d. Ensure students complete the OnRamps registration process and student orientation, which includes creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - e. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the

student is enrolling in a college course with the opportunity to earn college credit.

- F. Ensure accuracy of OnRamps student information, including:
 - a. Ensure student rosters accurately reflect students enrolled in OnRamps courses on the OnRamps census dates in fall and spring.
 - b. Submit student state IDs and educationally disadvantaged status in accordance with the communicated timeline.
 - c. Submit high school grades in accordance with the data sharing agreement schedule.
- G. Any person performing Services under this Agreement on behalf of LTISD must be actively employed or eligible for employment by LTISD and may not be on administrative leave. LTISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If LTISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the OnRamps program, must inform OnRamps within 24 business hours and provide information about the incident as it pertains to OnRamps students and implementation.

5. Summer PLI Teacher Registration and Attendance

- A. LTISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of the selected synchronous Summer PLI session. Late registration will be accommodated at the discretion of the Executive Director or designee.
- B. New OnRamps LTISD high school teachers must complete all components of Summer PLI including prerequisite self-directed modules, synchronous sessions, and compliance modules. New OnRamps high school teachers are defined as those who are implementing an OnRamps course for the first time or for the first time after more than one year of absence.
 - a. The LTISD teacher assigned to the course **must** successfully complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
- C. Cancellation policy:
 - a. If a high school teacher registers for Summer PLI and is unable to attend, the teacher must communicate this change to the OnRamps Professional Learning and Development team via OnRamps Support in writing at least one week prior to the start of the Summer PLI session for which the Instructor is registered. The district contact may coordinate with OnRamps to identify an appropriate replacement.
 - b. Teachers who miss more than 20% of Summer PLI may be required to complete additional activities during the academic year to maintain eligibility to implement the OnRamps course.

- c. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, LTISD materials provided to LTISD for the course must be returned to OnRamps within 30 days.

6. Educational Records and Data Sharing

- A. LTISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of OnRamps consistent with FERPA, as well as applicable UT Austin policy defined in Appendix C, Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide OnRamps and related services to LTISD and for LTISD's accountability reporting purposes, OnRamps requires specific student information from LTISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support OnRamps.
- B. Following UT Austin's Institutional Review Board standards and policy, as applicable, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with OnRamps for the purpose of understanding outcomes and OnRamps improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and LTISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student accommodations under IDEA and/or Section 504; 3) to facilitate early intervention and support student success; 4) pertaining to whether college credit is earned, accepted, and/or declined; 5) to facilitate accurate recordkeeping; and 6) to address academic integrity issues. If either party obtains access to LTISD and/or UT Austin records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to OnRamps will be granted access consistent with FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Interlocal Cooperation Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on LTISD or UT Austin not otherwise permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure

pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.).

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2026, no matter the date fully executed by both Parties and covers a period beginning June 1, 2026 and ending August 31, 2027. This Agreement cannot be renewed or extended.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. LTISD agrees any amounts owed for Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and OnRamps shall solely own all intellectual property rights in or relating to OnRamps, including all written materials, study guides, course materials, syllabi, and assessments prepared under OnRamps ("Materials"). Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, or works of authorship fixed in a medium of expression of any kind whether or not patentable, copyrightable, or eligible for registration as a trademark, as well as applications for any such rights. There are no implied licenses; LTISD agrees and understands that it may not copy, modify, share, distribute, or display any Materials without the prior written permission of UT Austin and OnRamps.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the

right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

LTISD at:

Lake Travis ISD
3322 Ranch Road 620 S
Austin, TX 78738

UT Austin at:

The University of Texas at Austin
Business Contracts Office
1616 Guadalupe St, Ste 3.304
Mail Code D9900
Austin, TX 78701
Attn: Business Contracts Administrator

With a copy to:

OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

13. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

14. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

15. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

16. Entire Agreement; Modifications

This Agreement supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and will constitute the entire agreement and understanding between the parties with respect to its subject matter. This Agreement and each of its provisions will be binding on the parties, and may not be waived, modified, amended or altered, except by a writing signed by Receiving Party and Performing Party.

17. State Auditor's Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (Auditor), to conduct an audit or investigation in connection with those funds (ref. Sections 51.9335(c), 73.115(c) and 74.008(c), Education Code). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

18. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

19. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

20. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

21. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in 1 TAC Chapter 213 and 1 TAC Section 206.70 (ref. Subchapter M, Chapter 2054, Texas Government Code). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing

Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by 1 TAC Section 213.38(g).

22. Payment of Debt or Delinquency to the State

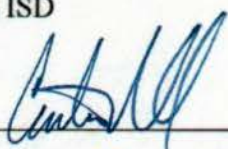
Pursuant to Sections 2107.008 and 2252.903, Government Code, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

23. Signatory Representations

Receiving Party represents and warrants that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Receiving Party has been duly authorized to act for and bind Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party
Lake Travis ISD

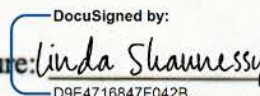
Signature: 

Name: Curtis Noll, Ed.D.

Title: Superintendent

Date: 6-17-2026

Performing Party
The University of Texas at Austin

Signature: 
D9E4716847F042B...

Name: Linda Shaunessy

Title: Associate Vice President for Business Contracts

Date: 2026-09-14 | 11:07:06 PDT

Exhibit A OnRamps Courses

OnRamp Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Foundations of Arts and Entertainment Technologies	AET 304	3	050	N/A	Graphic Design recommended	Audio/Video Production II (13008600)
Introductory Biology I + Lab for Introduction to Biology I	BIO 311C BIO 106M	3 lecture 1 lab	030	BIOL 1306 BIOL 1106	Biology + Chemistry	Scientific Research and Design I, II or III (13037200, 13037210, or 13037220)
Principles of Chemistry I (Lecture) + Introduction to Chemical Practices I (Lab)	CH 301 CH 104M	3 lecture 1 lab	030	CHEM 1311 CHEM 1111	Algebra I	Chemistry (03040000)
Principles of Chemistry II (Lecture)+ Introduction to Chemical Practices II (Lab)	CH 302 CH 104N	3 lecture 1 lab	030	CHEM 1312 CHEM 1112	OnRamps Chemistry I + Lab, AP Chemistry or equivalent	Scientific Research and Design I, II or III (13037200, 13037210 or 13037220)
College Algebra	M 301	3	N/A	MATH 1314	Algebra I required, Geometry recommended	Algebra II (03100600)
Computer Science: Thriving in Our Digital World	C S 303E	3	093	N/A	Algebra I	Computer Science I (03580200)
Introduction to Economics	ECO 304K	3	080	ECON 2302	Algebra II recommended (or concurrent enrollment)	Economics with Emphasis on the Free Enterprise System and Its Benefits (03310300)
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	3	030	N/A	Biology or IPC required, Chemistry recommended (or concurrent enrollment)	Earth Systems Science (03060150)
Mechanics, Heat, and Sound + Lab for Mechanics, Heat, and Sound	PHY 302K PHY 102M	3 lecture 1 lab	030	PHYS 1301 PHYS 1101	Algebra I and Geometry required, Algebra II or Precalculus recommended	Physics (03050000)

OnRamps Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Electromagnetism, Optics, and Nuclear Physics	PHY 302L	3	030	PHYS 1302	TEKS-based Physics, Algebra II and Geometry required; Physics I (OnRamps or Honors/AP/DC) or Precalculus recommended	Scientific Research and Design I, II or III (13037200, 3037210 or 13037220)
Discovery Precalculus: Preparation for Calculus	M 305G	3	020	MATH 2312	Algebra II and Geometry	Precalculus (03101100)
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	3	010	ENGL 1301	English I and II	English III (03220300) English IV (03220400)
Reading and Writing the Rhetoric of American Identities	RHE 309J	3	010	ENGL 1302	English I and II	English III (03220300) English IV (03220400)
Elementary Statistical Methods	SDS 301	3	020	MATH 1342	Algebra I required, Algebra II recommended	Statistics (03102530)
Issues and Policies in American Government	GOV 312L	3	070	GOVT 2302	U.S. History (or concurrent enrollment)	U.S. Government (03330100)
United States, 1492-1865	HIS 315K	3	060	HIST 1301	English I and English II (or concurrent enrollment)	U.S. History (03340100)
United States Since 1865	HIS 315L	3	060	HIST 1302	English I and English II (or concurrent enrollment)	U.S. History (03340100)

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Lake Travis ISD
AND
ONRAMPS
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, Lake Travis ISD agrees to provide individual student-level data to OnRamps at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. LTISD hereby appoints OnRamps as a legitimate educational official of LTISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, OnRamps hereby appoints LTISD as a legitimate educational official of OnRamps in accordance with FERPA. OnRamps agrees to provide individual student-level data to LTISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2027 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

LTISD Designee for Student Data and OnRamps will coordinate data exchange for all OnRamps participants for the 2026-2027 academic year, as follows:

Responsible Party	Time Period	Type of Data
OnRamps	August 2026 – July 2027	Throughout the academic year OnRamps will provide information about student enrollments and performance through OnRamps Portal. Access to the OnRamps Portal will be limited to pre-identified campus and LTISD personnel who must obtain a UT Electronic Identification and password in order to access the portal. The following enrollment and performance data is provided throughout the academic year, as information becomes available. • Course enrollments • Interim Course Performance • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade • Student qualifying status for Financial Aid for Swift Transfer (FAST)

		• Student qualifying status for accommodations under IDEA or Section 504 • Student orientation completion status
OnRamps	August 2026 – May 2027	Throughout the year, OnRamps will provide information about student engagement and performance through the OnRamps Data Dashboard. Access to the OnRamps Data Dashboard will be limited to one representative from LTISD, Personnel who are granted access to the OnRamps Data Dashboard may be required to complete additional steps to ensure security requirements are met.
LTISD	September 2026 – May 2027	LTISD will provide Student State IDs for all enrolled students. This 10-digit numeric data element TX-UNIQUE-STUDENT-ID in the Texas Education Data Standards (TEDS) is used for data reporting and invoicing purposes, including identifying students as FAST eligible and CCMR accountability. Using the Student State IDs, the Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA) identifies students who are eligible the FAST program. District-level data may be exchanged for the purpose of identifying students as eligible for the FAST program based on their current year educationally disadvantaged status. • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID) • Current year status as educationally disadvantaged (code 01, 02, or 99 in the PEIMS data element "EconomicDisadvantage")
LTISD	May 2027 – July 2027	In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged. • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by LTISD and OnRamps.

OnRamps endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. OnRamps further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

UT Austin will return to LTISD and/or destroy all personally identifiable data when the study is complete.

3. Information shared with TEA

- Rosters of individual students, including student state ID, for students who complete an OnRamps course for the purpose of calculating state accountability and other required state performance reporting and metrics.

4. Information shared with THECB

- Rosters of individual students, including student state ID, for all students enrolled in an OnRamps course at fall or spring census to determine student eligibility for Financial Aid for Swift Transfer (FAST).

5. Data and Information shared with Districts that opt-in for Teacher Incentive Allotment (TIA)

- Districts may elect to implement OnRamps pre- and post-assessments for the purpose of Teacher Incentive Allotment (TIA) program participation. Districts that opt to use OnRamps developed assessments will exchange data with OnRamps for this purpose.

Exhibit C
OnRamps Teacher Professional Learning and Development Fee Schedule

Pursuant to Section 3, the following per-teacher fee will be assessed at the beginning of the academic year. A professional learning and development fee will be assessed for teachers who are implementing one or more OnRamps courses . Individual situations not described below will be evaluated on a case-by-case basis.

OnRamps teachers may only implement a maximum of two unique 3-hour courses in the same semester.

Instructor Status	Status Description	PLD Fee Assessed
New	The Instructor is implementing the course for the first time in the current academic year or is teaching the same course after a gap of more than one year.	\$550
Returning	The Instructor is implementing the same course for the second consecutive year or more.	\$250
New Additional Course	The Instructor is implementing one course for the first time in the current academic year AND is implementing an additional course or courses for the second consecutive year or more	\$550 No fee is charged for the implementation of the additional course(s).
Returning Additional Course	The Instructor is implementing two or more courses for the second consecutive year or more.	\$250 No fee is charged for the implementation of the additional course(s).